6. International Congress on Social Sciences, Innovation and Educational Technologies 26-27 September 2025

PROCEEDINGS BOOK

SEPTEMBER 26-27, 2025
FLORIDA/USA

EDITOR
ASSIST. PROF. MAGDALINE ENOW MBI TARKANG MARY

ISBN NUMBER: 978-625-6276-36-9







https://www.icssietcongress.com/icssiet-2025

ICSSIET CONGRESS

6 st International Congress on Social Sciences, Innovation and Educational Technologies

PROCEEDINGS BOOK

Editor

Assist. Prof. MAGDALINE ENOW MBI TARKANG MARY

ISBN Number: 978-625-6276-36-9

Publishing Date: 30.09.2025

Certificate No: 64419

Publisher: Global Academy Publishing House

6. International Congress on Social Sciences, Innovation and Educational Technologies 26-27 September 2025

CONGRESS PROGRAM

SEPTEMBER 26-27, 2025
FLORIDA/USA

icssietcongress

VENI CREATOR CHRISTIAN UNIVERSITY

MBU MOHAN BABU UNIVERSITY
DREAM. BELIEVE. ACHIEVE

GLOBAL EDU LEADERS FORUM
CONNECTING HEAD TO HEART

https://www.icssietcongress.com/icssiet-2025

6 st International Congress on Social Sciences, Innovation and Educational Technologies
26-27 September 2025 (Florida/USA)
https://www.icssietcongress.com/icssiet-2025

CONGRESS PROGRAM

With **21 papers-37 academics/researchers from 7** countries:

1.TÜRKİYE	4. NIGERIA
2.AZERBAIJAN	5. INDONESIA
3.VIETNAM	6. INDIA
	7. PAKISTAN

Abstract Papers: Türkiye: 3, **Vietnam**: 2, **Nigeria**: 4, **Azerbaijan**:8, **Indonesia:** 2, **India:** 1**, Pakistan:** 1

Total Abstract Papers: 21

Researchers: Türkiye: 3, **Indonesia:** 4, **Nigeria:**13, **Azerbaijan:**8, **Vietnam:** 2, **India**: 5**, Pakistan:** 2

Total Researchers: 37

Full Text Papers: Türkiye: 1, **Vietnam**: 2, **Nigeria**: 4, **Azerbaijan**: 1, **Indonesia:** 2, **India**: 1

Total Full Text Papers: 11

Presentations will be in Turkish, English, Arabic, Italian, French, Russian.
There are 2 virtual conference rooms.

The congress was organized according to Türkiye time. To calculate the time for your country:
The World Clock — Worldwide

Note: (ICSSIET/ 6. ICSSIET 2025) congress sessions are to be recorded in accordance to the General Data Protection Regulation (GDPR) and Kişisel Verilerin Korunması Kanunu (KVKK). By joining the congress sessions, you automatically consent to such recordings. If you do not consent to being recorded, discuss your concerns with the ICSSIET Congress host.

26 September 2025 Friday 09:50-10:00	**6 st International Congress on Social Sciences, Innovation and Educational Technologies** **26-27 September 2025 (Florida/USA)** **26 September 2025** **10:00 a.m. Istanbul** **Zoom Meeting** **Topic**: 6. ICSSIET 2025 26.09.2025 **Join Zoom Meeting** **https://us05web.zoom.us/j/87337067558?pwd=32JFEplgYxqrVqBc6dbiclypOmPwDa.1**

	Meeting ID: 873 3706 7558 **Passcode**: 120656
	Chairs **Prof. Dr. Beatriz Lucia SALVADOR BIZOTTO**, Centro Universitário Unifacvest/Brasil **Prof. Dr. Maria Emilia Camargo-**Dean of International Relations at Veni Creator University, USA **Prof. Dr.Ramon Hernández de Jesus,** Profesor Invitado por la Universidad Estadual do Piauí-BRASIL/ E. M. Raimundo Lopes Vieira. Porto- Paiuí-Brasil
26 September 2025 Friday 10:00-12:00	**Keynote Speakers** ***Assoc.Prof. Elshan Ahmadov-**The Academy of Public Administration under the President of the Republic of Azerbaijan, Azerbaijan ***Dr. Aijaz A. Shaikh,** Senior Research Fellow, The Institute of Information and Computational Technologies, Almaty, Kazakhstan ***Dr. Mönica Mastrantonio,** PhD in Social Psychology, visiting professor at the University of York (UK) * **Chikezie Kennedy Kalu, PhD,** School of Management; Jiangsu University, China * **Assist. Prof. Dr. Sc. Enkeleda Lulaj,** Ph.D. in Finance and Accounting Faculty of Business, University "Haxhi Zeka" Republic of Kosovo * **Assoc. Prof. Shajara Ul-Durar,** University of Sunderland-UK ***Dr. Intan Marfarrina Binti Omar-**Head, Department of Educational Management, Planning and Policy, Faculty of Education, University Malaya
	Guest of Honour ***Prof. Dr. Sandeep Kumar Gupta-** Mohan Babu University, India
	Coordinators of the Congress **Assoc. Prof. Enkeleda Lulaj,** University Haxhi Zeka, Kosovo **Putri Hergianasari,** Universitas Kristen Satya Wacana, Indonesia **Rizki Amalia Yanuartha,** Universitas Kristen Satya Wacana, Indonesia
	Moderator **Assoc. Prof. Aytekin Zeynalova,** Baku State University, Faculty of Communication, Head of the Scientific Research Laboratory "Communication", Azerbaijan
12:00-13:00	Coffee Break- Lunch
13:00-17:30	Online Sessions
27 September 2025 Saturday 10:00-12:00	Online Sessions **6 st International Congress on Social Sciences, Innovation and Educational Technologies** **26-27 September 2025 (Florida/USA)** **Time: September 27, 2025 10:00 a.m. Istanbul** **Topic**: 6. ICSSIET 2025 27.09.2025 **Join Zoom Meeting** **https://us04web.zoom.us/j/77902432034?pwd=lbBtNE9NmRGWAsQyXL3fYvpEHTgcq2.1** Meeting ID: 779 0243 2034 Passcode: 779 0243 2034
12:00-13:00	Coffee Break- Lunch
27 September 2025 Saturday 13:00-17:00	Online Sessions
17:00-17:30	**Closing Session**

Scientific & Peer Review Committe

- Prof. Dr. Sandeep Kumar Gupta-Mohan Babu University, India
- Prof. Dr. Maria Emilia Camargo-Dean of International Relations at Veni Creator University, USA
- Assoc. Prof. Shajara Ul-Durar-University of Sunderland-UK
- Assist. Prof. Safraz Hussain, Government Graduate College Liaqat Road Sahiwal, Pakistan
- Assist. Prof. Biswa Mohana Jena, Department of Commerce, Netaji Subhash Chandra Bose College, Sambalpur, Odisha, India
- Dr. Parvez Alam Khan, PhD., Universiti Teknologi Petronas, Malaysia
- Assist. Prof. Enkeleda Lulaj, University Haxhi Zeka, Kosovo

icssiet2025

CHAIR

SEPTEMBER 26-27 2025

Prof. Dr. Maria Emilia Camargo

Prof. Dr. Maria Emilia Camargo - Dean of International Relations - Veni Creator Christian University, USA.

6. INTERNATIONAL CONGRESS OF SOCIAL SCIENCE, INNOVATION AND EDUCATIONAL TECHNOLOGIES (ICSSIET 2025)
FLORIDA/ USA

https://www.icssietcongress.com/ icssietcongress@gmail.com

icssiet2025

CHAIR

SEPTEMBER 26-27 2025

Dr.Ramon Hernández de Jesus

Profesor Invitado por la Universidad Estadual do Piauí-Brasil.
E. M. Raimundo Lopes Vieira. Porto- Paiuí-Brasil

6. INTERNATIONAL CONGRESS OF SOCIAL SCIENCE, INNOVATION AND EDUCATIONAL TECHNOLOGIES (ICSSIET 2025)
FLORIDA/ USA

https://www.icssietcongress.com/ icssietcongress@gmail.com

icssiet2025

CHAIR

SEPTEMBER 26-27 2025

PROF. DR. BEATRIZ LUCIA SALVADOR BIZOTTO

Centro Universitário Unifacvest

6. INTERNATIONAL CONGRESS OF SOCIAL SCIENCE, INNOVATION AND EDUCATIONAL TECHNOLOGIES (ICSSIET 2025)
FLORIDA/ USA

https://www.icssietcongress.com/ icssietcongress@gmail.com

icssiet2025

GUEST OF HONOUR

SEPTEMBER 26-27 2025

Prof. Dr. Sandeep Kumar Gupta

Mohan Babu University Tirupati / India

6. INTERNATIONAL CONGRESS OF SOCIAL SCIENCE, INNOVATION AND EDUCATIONAL TECHNOLOGIES (ICSSIET 2025)
FLORIDA/ USA

https://www.icssietcongress.com/ icssietcongress@gmail.com

icssiet2025

KEYNOTE SPEAKER

SEPTEMBER 26-27 2025

Assoc.Prof. Elshan Ahmadov

The Academy of Public Administration under the President of the Republic of Azerbaijan

6. INTERNATIONAL CONGRESS OF SOCIAL SCIENCE, INNOVATION AND EDUCATIONAL TECHNOLOGIES (ICSSIET 2025)
FLORIDA/ USA

https://www.icssietcongress.com/ icssietcongress@gmail.com

icssiet2025

KEYNOTE SPEAKER

SEPTEMBER 26-27 2025

Dr. Aijaz A. Shaikh

Senior Research Fellow, The Institute of Information and Computational Technologies, Almaty, Kazakhstan

6. INTERNATIONAL CONGRESS OF SOCIAL SCIENCE, INNOVATION AND EDUCATIONAL TECHNOLOGIES (ICSSIET 2025)
FLORIDA/ USA

https://www.icssietcongress.com/ icssietcongress@gmail.com

icssiet2025

KEYNOTE SPEAKER

SEPTEMBER 26-27 2025

Chikezie Kennedy Kalu, PhD

School of Management; Jiangsu University, China

6. INTERNATIONAL CONGRESS OF SOCIAL SCIENCE, INNOVATION AND EDUCATIONAL TECHNOLOGIES (ICSSIET 2025)
FLORIDA / USA

https://www.icssietcongress.com/ icssietcongress@gmail.com

icssiet2025

KEYNOTE SPEAKER

SEPTEMBER 26-27 2025

Assoc. Prof. Shajara Ul-Durar

University of Sunderland-UK

6. INTERNATIONAL CONGRESS OF SOCIAL SCIENCE, INNOVATION AND EDUCATIONAL TECHNOLOGIES (ICSSIET 2025)
FLORIDA/ USA

https://www.icssietcongress.com/ icssietcongress@gmail.com

icssiet2025

KEYNOTE SPEAKER

SEPTEMBER 26-27 2025

Assist. Prof. Dr. Sc. Enkeleda Lulaj

Ph.D. in Finance and Accounting
Faculty of Business, University "Haxhi Zeka"
Republic of Kosovo

6. INTERNATIONAL CONGRESS OF SOCIAL SCIENCE, INNOVATION AND EDUCATIONAL TECHNOLOGIES (ICSSIET 2025)
FLORIDA/ USA

https://www.icssietcongress.com/ icssietcongress@gmail.com

icssiet2025

KEYNOTE SPEAKER

SEPTEMBER 26-27 2025

Dr. Mönica Mastrantonio

PhD in Social Psychology. MBA supervisor at Arden University, UK. Visiting Researcher at Maison Suger - FMSH, Paris. Clinical Psychologist

6. INTERNATIONAL CONGRESS OF SOCIAL SCIENCE, INNOVATION AND EDUCATIONAL TECHNOLOGIES (ICSSIET 2025)
FLORIDA/ USA

https://www.icssietcongress.com/ icssietcongress@gmail.com

icssiet2025

KEYNOTE SPEAKER

SEPTEMBER 26-27 2025

Dr. Intan Marfarrina Binti Omar

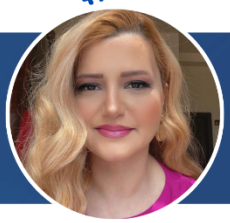
Head, Department of Educational Management, Planning and Policy, Faculty of Education, University Malaya

6. INTERNATIONAL CONGRESS OF SOCIAL SCIENCE, INNOVATION AND EDUCATIONAL TECHNOLOGIES (ICSSIET 2025)
FLORIDA / USA

https://www.icssietcongress.com/ icssietcongress@gmail.com

icssiet2025

MODERATOR



DECEMBER 26-27 2025

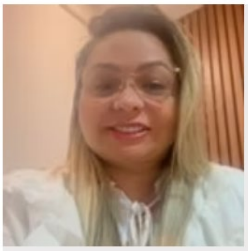
Assoc. Prof. Aytekin Zeynalova

Baku State University
Faculty of Communication
Head of the Scientific Research Laboratory "Communication"

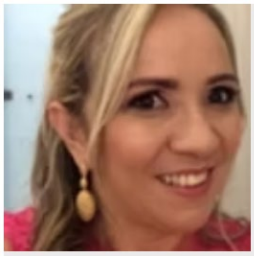
6. INTERNATIONAL CONGRESS OF SOCIAL SCIENCE, INNOVATION AND EDUCATIONAL TECHNOLOGIES (ICSSIET 2025)
FLORIDA/ USA

https://www.icssietcongress.com/ icssietcongress@gmail.com

Science Board



Prof. Dr. Acilina da Silva Candeia
President of the University Veni Creator Christian University (VCCU)



Prof. Dr. Marcela Tarciana Cunha Silva Martins
Dean of Academic Relations
University Veni Creator Christian University (VCCU)

Prof. Dr. Maria Emilia Camargo - Deon of International Relations - Veni Creator Christian University, USA

Prof. Dr. Sandeep Kumar Gupta/ Mohan Babu University Tirupati / India

Dr T. Madhavi
Dean School of Commerce & Management
Mohan Babu University Tirupati India

Room-I	26 September 2025 Friday	Moderator
	13:00-17:30	Assoc. Prof. Aytekin Zeynalova
Room-II	**27 September 2025 Saturday**	**Moderator**
	10:00-17:30	Assoc. Prof. Aytekin Zeynalova

Friday, 26 September 2025 Room I

Room-I	Friday, 26 September 13:00-17:30	Moderator	Assoc. Prof. Aytekin Zeynalova

1. **Emil Raul oğlu Ağayev** (Teacher of the subject combination commission "Art and physical education" of the Azerbaijan State Pedagogical College under the Azerbaijan State Pedagogical University)- The Role of Role-Playing Games in the Development of Students Creative Thinking in the Teaching of Fine Arts/TƏSVİRİ SƏNƏT FƏNNİNİN TƏDRİSİNDƏ ROLLU OYUNLARIN ŞAGİRDLƏRİN YARADICI DÜŞÜNCƏLƏRİNİN İNKİŞAFINDA ROLU-Azerbaijan
2. **Yasemin KULEYIN, MSc-** New Generation Models in the Real Estate Sector: Analysis of Tokenization and Fractional Ownership/ Gayrimenkul Sektöründe Yeni Nesil Modeller: Tokenizasyon ve Fraksiyonel Mülkiyet Üzerine Analiz-Türkiye
3. **Yusuf Abubakar Wara, Ph.D.-** The Influence of Institutional Credibility and Constraints in Democratic Governance and Sustainable Development-Türkiye
4. **Khuraman K. Nagiyeva** (Ministry of Science and Education of Azerbaijan Republic Institute of Geography named after Academician H. Aliyev)—Application of GIS (Geographic Information Systems) Software Application in Business Purposes in the Study of Desertification Process of Abseron and Adjacent Drylands- Azerbaijan
5. **Prof. Dr. Hikmat G. Hasanov** (Azerbaijan Space Agency) **& Ismayil M. Zeynalov, Ph.D.** (Ministry of Science and Education of Azerbaijan Republic Institute of Geography named after Academician H. Aliyev) - Development of Wireless Systems for Detecting Radioactive Fallout in Azerbaijan – Azerbaijan
6. **Neslihan YOZGAT ATALAY, Ph.D.-** ULUSLARARASI İŞLETME POLİTİKALARI BAĞLAMINDA FRANCHISING MODELİ/FRANCHISING MODEL IN THE CONTEXT OF INTERNATIONAL BUSINESS POLICIES-Türkiye
7. **Mahbuba S. Fatullayeva** (Ministry of Science and Education Republic of Azerbaijan, Institute of Geography named after Academician H. Aliyev)—The The Geographical Feature of the East Zangezur Region in the Economic Development of the Tourism Business in Azerbaijan – Azerbaijan
8. **Associate Professor Dr. Aytekin ZEYNALOVA**-The Strategic Partnership between Azerbaijan and China-Azerbaijan
9. **Associate Professor Aynur Nesirova-** The Main Challenges Facing Television: Information Manipulation and Fake News—Azerbaijan
10. **Assoc. Prof. Khatira Huseynova**-CASES OF MEDIA USE IN THE MANIPULATION OF PUBLIC OPINION—Azerbaijan
11. **Nurana Hasanova Veli**-New Searches in the Azerbaijani Press in the Early 1990s-Azerbaijan

Saturday, 27 September 2025
Room-II

Room-II	**27 September 2025**	**Moderator**
	10:00-17:30	Assoc. Prof. Aytekin Zeynalova

Saturday, 27 September 2025 Room-II

Room-II	**Saturday, 27 September 2025 10:00-17:30**	**Moderator**	Assoc. Prof. Aytekin Zeynalova

1. **Imron Wakhid Harits** (Universitas Trunojoyo Madura) **& Muna Alfadlilah** (Ivy English)—Teaching Children Literature for Internalizing Culture and Tradition—Indonesia
2. **Van-Ha Luong Thi** (Transformation of the Educational Function of Vietnamese Families in the Context of Globalization and Digital Change) - Researcher, Institute for Preservation and Development of Traditional Culture- Vietnam
3. **Dang-Thanh Nguyen** (Hanoi Law University, Vietnam)-Philosophy of Technology of Ivan Illich's Influence on Contemporary Education in the Digital Age-Vietnam
4. **EZE Benneth Uchenna PhD, AGBOOLA Oluyemisi. O. PhD, ADELUGBA Iyabode Abisola, OYEWOLE Adeola Abosede, EKECHI Festus PhD**-LEADERSHIP STYLES AND OORGANIZATIONAL COMPETITIVENESS: EVIDENCE FROM NIGERIAN INSURANCE COMPANIES-Nigeria
5. **OYEWOLE Adeola Abosede, ATTAH Alexander Enebi PhD,FAPARUSI Sunday Oluwadamilare, EZE Benneth Uchenna PhD**-INFLUENCE OF DIGITAL MARKETING ON NANO ENTERPRISE SURVIVAL IN NIGERIA—Nigeria
6. **Rizki Amalia Yanuartha, Putri Hergianasari**-Digital Citizenship and Disinformation: The Role of Educational Technology in Strengthening Democracy in Indonesia-Indonesia
7. **Lookman Adefolarin BALOGUN-SHITTABEY, Benneth Uchenna EZE,, Benjamin Oludotun LISOYI, Adewale Stephen ADESEKE, Stephen Adeleye OGUNDOWO**-FUND ALLOCATION STRATEGY AND MICRO ENTERPRISES DEVELOPMENT IN NIGERIA-Nigeria
8. **KOLAWOLE A. ADESUYI, Ph.D.,BENNETH U. EZE Ph.D.,OLABODE O. KOLAWOLE, OBIGWE OLUSOLA BETHEL**-ECOWAS AT 50: EVALUATING NIGERIA'S ROLE IN TRANSNATIONAL ROAD PROJECTS, BUSINESS ACTIVITIES AND REGIONAL INTEGRATION-Nigeria
9. **B. Punitha Sai, C. Meghana, P. Ushma, K. Uday Kiran Reddy, Sandeep Kumar Gupta** (Mohan Babu University Tirupati India)- Importance of AI in Training and Development in HR-India
10. **Dr.Ijaz Yusuf & Dr.Mahnoor Ijaz-** Comparative Analysis of Epidemic Diseases—COVID-19 and HIV/AIDS Using System Dynamics Lens-Pakistan

6 st International Congress of Social Science, Innovation & Educational Technologies

Transformation of the Educational Function of Vietnamese Families in the Context of Globalization and Digital Change

Van-Ha Luong Thi
Researcher, Institute for Preservation and Development of Traditional Culture
https://orcid.org/0009-0002-0091-506X

Abstract

This paper examines the transformation of the educational function of Vietnamese families from 2015 to 2024 amid globalization, urbanization, and rapid socio-economic change. Drawing on family sociology theories and official data from the General Statistics Office, the study reveals substantial shifts in family size, structure, and parenting practices. Declining fertility rates, ageing populations, labor migration, and the shift from extended to nuclear households have altered intergenerational dynamics and reduced the role of traditional multi-generational upbringing.

Educational content has expanded beyond moral discipline and filial piety to include life skills, digital literacy, gender equality, and adaptability. Parenting methods increasingly favor dialogue and encouragement, though disparities between urban and rural contexts remain. Three main drivers shape these changes: cultural transformation under globalization, economic restructuring affecting parental time and resources, and socio-political influences, including new population and education policies and digital technology penetration.

The paper recommends policy reforms integrating family education into national strategies, parenting skill programs, media campaigns on positive parenting, and stronger collaboration between family, school, and community. It concludes that sustaining family education in the digital age requires balancing traditional values with modern competencies to raise globally competent yet culturally grounded citizens.

Keywords: Family education, socialization, Vietnam, globalization, digital transformation.

Introduction

The family has long been recognized as the “first school” in Vietnamese society, a foundational social institution that undertakes the earliest and most enduring processes of human development. Among its multiple interrelated roles, the educational—or socialization—function is particularly vital in shaping personality, values, and competencies. As Hoàng Bá Thịnh (2016: 117) observes, this function entails “the process of forming and developing a person’s personality, including the

transmission of knowledge, skills, values, norms, and behavioral orientations appropriate to the requirements of society." Unlike the structured and standardized nature of formal schooling, family-based socialization is continuous, deeply personalized, and grounded in intimate emotional bonds.

Between 2015 and 2024, Vietnam has undergone profound socio-economic and demographic transformations that have reshaped both the conditions and the modalities of family education. The fertility rate has fallen below replacement level to 1.91 children per woman, with the figure in urban areas dropping to just 1.67 (General Statistics Office [GSO], 2024: 12). Average household size has declined, multi-generational living arrangements have become less common, and population ageing has accelerated, with individuals aged 60 and above rising from 11% of the population in 2015 to 14% in 2024 (GSO, 2024: 7). Urbanization has increased the urban share of the population from 34.4% to 38.2% over the same period (GSO, 2024: 9). Internal and international labor migration has further altered family dynamics, leading to a growing number of "left-behind children" who live apart from one or both parents.

These demographic shifts intersect with cultural and economic changes brought about by globalization, market reforms, and rapid technological development. Internet access, now available in more than 82% of households (Vietnamnet, 2024), has extended the environment of socialization far beyond the household, offering children exposure to diverse—and often contradictory—value systems, information sources, and behavioral models. Parents must navigate the complex task of integrating the benefits of global cultural flows while shielding their children from misinformation, online harassment, and harmful content.

Policy reforms have also played a decisive role in shaping the family's educational function. Resolution No. 21-NQ/TW (Central Committee of the Communist Party of Vietnam, 2017) underscores the need to sustain a reasonable fertility level while improving population quality, placing life skills and gender equality education firmly within the family sphere. The amended Law on Education (National Assembly, 2019) and the implementation of the new national curriculum emphasize the family's partnership role with schools, reframing parents as active co-educators rather than peripheral supporters.

Within this evolving context, the present study examines the transformation of the educational function of Vietnamese families during the 2015–2024 period. It traces the changing structures, content, and methods of family education; analyzes the cultural, economic, and socio-political forces driving these shifts; and considers strategies for sustaining and enhancing this core function in the digital age. Grounded in the sociology of the family and theories of socialization, and informed by official statistical data, policy documents, and scholarly research, the analysis demonstrates that although the family remains indispensable to child development

in Vietnam, its educational role has been compelled to adapt in significant ways to the demands of a rapidly changing society.

Conceptual Framework: Family Education and Socialization

In sociological theory, the educational function of the family—often described as its socialization role—has been a central concern from the discipline's earliest stages. Functionalist theorists such as Murdock (1949) and Parsons and Bales (1955) emphasized the family's irreplaceable role in integrating individuals into the social order through the transmission of values, norms, and skills. From this perspective, the family is not simply a private arrangement but a foundational social institution whose proper functioning is essential to societal stability. Complementary to this macro-structural view, symbolic interactionists like Berger and Luckmann (1966) have examined the micro-processes through which family members construct and negotiate meaning in everyday life, shaping identities and moral orientations in subtle, cumulative ways.

Vietnamese sociology has drawn from both traditions but adapted them to the country's cultural and socio-political context. Since the 1990s, the family has been studied not only as a site of tradition but also as an arena undergoing rapid transformation under the pressures of Đổi Mới reforms, urbanization, globalization, and technological change. Among Vietnamese scholars, Professor Hoàng Bá Thịnh stands out as the leading authority on the sociology of the family. His work spans decades of research, integrating demographic analysis, policy review, and field studies to examine how the structure and functions of Vietnamese families are evolving.

Two of Hoàng's major contributions are especially relevant to this study. His *Family Studies Textbook* (2016) offers foundational definitions, conceptual categories, and a typology of family functions tailored to Vietnamese realities. More recently, his monumental *Transformation of Vietnamese Families in the Process of Development* (2021)—a work of over 800 pages—provides the most comprehensive account to date of the contemporary Vietnamese family. Drawing extensively on official statistics, national surveys, and qualitative case studies, Hoàng applies the functionalist framework (*lý thuyết chức năng*) to interpret the family's role in Vietnamese society. He argues that while structural forms have diversified and in some cases contracted, the family's core functions, particularly the transmission of values and social norms, remain indispensable for the reproduction of social cohesion (Hoàng, 2021: 145). His approach situates the family firmly within the network of social institutions, emphasizing adaptation rather than decline: families may reorganize, but they continue to perform crucial roles in child development, identity formation, and moral education.

The present study draws primarily on Hoàng Bá Thịnh's theoretical framework for three interconnected reasons. First, his work is uniquely grounded in the Vietnamese context, combining sociological theory with empirical evidence from national data sources and field research. Second, it is holistic, encompassing cultural, economic, demographic, and policy dimensions in a single interpretive model. Third, it provides conceptual clarity through functionalism, enabling a focused analysis of how the family adjusts to new conditions while sustaining its educational mission. In this sense, Hoàng's perspective serves not merely as a local adaptation of Western functionalism but as an independent scholarly contribution that captures the distinctive trajectory of the Vietnamese family in the 21st century.

Within this framework, the educational function of the family can be understood as the process of shaping personality, imparting knowledge, developing life skills, and instilling moral values that align with societal norms. It encompasses the transmission of cultural heritage and behavioral codes, as well as the preparation of individuals for active participation in social, economic, and civic life. Traditionally in Vietnam, this function was embedded in the extended family model, where multiple generations lived under one roof. Grandparents, parents, and older siblings collectively participated in raising children, offering a rich network of role models and reinforcing values such as filial piety (*hiếu*), respect for elders, and communal solidarity (Hoàng, 2016: 118). This multi-layered environment allowed for both direct instruction and indirect learning through observation, imitation, and participation in family rituals and community life.

The late 20th and early 21st centuries, however, have brought significant changes to the socialization environment. Fertility decline, urban migration, and economic restructuring have accelerated the shift toward nuclear families and, in some cases, single-parent households. This has concentrated the responsibility for education on fewer adults, often just the parents, and reduced the diversity of intergenerational influences. At the same time, having fewer children per family has made educational investment more individualized and intensive, with parents devoting substantial resources to academic achievement and extracurricular enrichment.

Globalization and digitalization have further transformed the terrain of family education. Cultural flows across borders, facilitated by mass media and the internet, have introduced new parenting philosophies such as "Japanese parenting" or early-childhood education through play. These models, popular in urban areas, reflect a shift from authoritarian discipline toward fostering autonomy, creativity, and problem-solving skills (Nguyễn Khánh Trung, 2019: 59). The rapid expansion of internet connectivity—reaching 82.3% of Vietnamese households in 2024 (Vietnamnet, 2024)—has multiplied the learning opportunities available to children but has also introduced risks related to misinformation, online harassment, and exposure to harmful content. Parents now face the challenge of incorporating digital

literacy and online safety into the core of family education, a dimension that did not exist a generation ago.

In the contemporary Vietnamese educational landscape, the family no longer operates as an isolated unit but as part of a broader ecosystem that includes schools, extracurricular organizations, peer groups, and online communities. The amended Law on Education (National Assembly, 2019) explicitly recognizes families as partners in holistic education, placing them alongside schools in fostering children's moral, intellectual, physical, and aesthetic development. This legal framing reflects the functionalist understanding that while the form of the family may change, its educational role remains essential to societal continuity.

Building on Hoàng Bá Thịnh's insights, this study situates the Vietnamese family's educational function at the intersection of tradition and modernity, intimacy and institutional collaboration, local values and global influences. It is this conceptual grounding that informs the empirical analysis to follow, which traces the concrete transformations in family education between 2015 and 2024 and examines the forces driving those changes.

Empirical Findings: Transformation of the Educational Function of Vietnamese Families, 2015–2024

The ten-year period from 2015 to 2024 represents one of the most dynamic phases of change in the modern history of the Vietnamese family. The interplay of demographic transition, socio-economic restructuring, urbanization, and digital transformation has reshaped the very conditions under which families perform their educational function. While the family remains the primary site of early socialization, the ways in which knowledge, skills, and values are transmitted have been subject to considerable adaptation. This section examines these changes in detail, drawing on statistical evidence from the General Statistics Office (GSO), policy documents, and scholarly literature.

Vietnam's demographic landscape has shifted markedly. By April 1, 2024, the national population had reached 101.11 million—an increase of nearly 4.9 million since 2019—but the average annual growth rate in the 2019–2024 period fell to 0.99%, down from 1.22% in the preceding five-year period (GSO, 2024: 5). The total fertility rate dropped to 1.91 children per woman, below the replacement level of 2.1, with urban fertility falling to just 1.67 (GSO, 2024: 12). This decline is significant not only as a demographic indicator but also because family size directly influences the structure of educational interaction: fewer children allow for more individualized attention but may also intensify parental expectations and pressure.

The contraction of household size is reinforced by structural changes in family composition. In 2024, Vietnam had 28.15 million households, an increase of 1.3

million since 2019 and 3.9 million since 2014 (GSO, 2024: 9). However, this growth in household numbers reflects a rise in smaller households—nuclear families with only parents and children, as well as single-parent households—rather than large, extended family units. The traditional model of multiple generations cohabiting, once a defining feature of Vietnamese domestic life, has declined sharply, particularly in urban areas. As Hoàng (2021: 203) notes, this shift removes a critical layer of intergenerational interaction in which grandparents played an important role in moral instruction, behavioral supervision, and the transmission of cultural norms.

Age structure changes further complicate the family's educational role. The proportion of people aged 60 and above rose from 11% in 2015 to 14% in 2024 (GSO, 2024: 7), signaling rapid population ageing. This demographic reality has a dual effect on family education. On the one hand, elderly household members can contribute valuable life experience and moral guidance; on the other, the care needs of older adults compete with the demands of child-rearing, potentially stretching family resources thin and reducing the time available for direct educational engagement with children.

Migration patterns have also reshaped family dynamics. Internal migration from rural to urban areas continues to be a defining demographic trend, driven by employment opportunities in industrial zones and service sectors. In addition, overseas labor migration remains significant, with parents—often both—working abroad for extended periods. This has contributed to the rise of "left-behind" children, who live with grandparents or other relatives. While such arrangements can preserve aspects of traditional moral education, they often lack the parental involvement necessary for navigating new educational challenges such as technology use, online safety, and foreign language acquisition. The 2019 GSO data recorded approximately 1.3 million children living in households without one or both parents due to labor migration (GSO, 2019: 27).

Changes in the content of family education reflect these broader structural shifts. Moral instruction, academic support, and behavioral guidance remain central, but there has been a discernible expansion into areas that address the demands of a modern, globally connected society. Parents increasingly invest in developing their children's life skills—communication, critical thinking, and problem-solving—as well as competencies in foreign languages and information technology. The proliferation of smartphones and broadband internet—reaching 82.3% of households by 2024 (Vietnamnet, 2024)—has made digital literacy an essential component of family education. This encompasses both the technical skills needed to use devices and platforms effectively, and the critical capacity to evaluate information sources, avoid online risks, and manage screen time.

This digital dimension is relatively new in the Vietnamese context. As Hoàng (2021: 217) points out, many families, especially in rural areas, lack established strategies for guiding children's online engagement. The rapid adoption of technology has outpaced the development of parental knowledge and pedagogical tools, leaving many parents to learn "on the job" and adapt through trial and error. In urban areas, some families respond by integrating structured digital learning into children's schedules—coding classes, online English courses—while in rural areas, digital access is more often used for entertainment, reflecting disparities in educational orientation and resource availability.

The methods of family education have evolved alongside these changes in content. Traditionally, Vietnamese parenting was characterized by directive, hierarchical authority, rooted in Confucian values of obedience and respect for elders (*hiếu*). Discipline often relied on commands and sometimes physical punishment. Over the past decade, however, there has been a gradual shift toward dialogic methods in urban, educated households—approaches that emphasize reasoning, negotiation, and positive reinforcement. This change reflects exposure to international pedagogical discourses, the influence of parenting literature, and the incorporation of child rights principles into national education policy. Nevertheless, this shift is uneven: in many rural areas, traditional disciplinary methods remain common, not only due to cultural continuity but also because they are perceived as effective in contexts where alternative parenting models have not been widely disseminated.

Temporal organization within households—the rhythms of daily life—has also shifted in ways that influence educational interaction. The high rate of female labor force participation, which reached 67.4% in 2023 (GSO, 2024: 15), means that in many families both parents are engaged in full-time employment. In urban centers, long working hours and commuting times limit the availability of parents to assist with homework, participate in school events, or engage in leisure activities with their children. This has led to a growing reliance on institutional childcare, after-school programs, and private tutoring. In rural areas, where commuting demands may be less intense but labor migration more common, grandparents often serve as primary caregivers, a role that can preserve continuity in moral education but may not fully address the requirements of modern academic and skill-based learning.

Urbanization has had a particularly profound effect on the ecology of socialization. In cities, children are embedded in dense networks of peers, extracurricular programs, and cultural institutions, providing diverse learning opportunities beyond the family. This can enhance skill acquisition and broaden horizons but may also weaken the family's influence over value formation, as children are more exposed to external norms and behaviors. In rural areas, where the community retains a stronger role in daily life, the family remains a more dominant agent of socialization. However, limited access to high-quality schools, enrichment programs, and digital infrastructure can constrain the scope of educational content.

Policy developments during this period have reinforced the formal linkage between family and institutional education. The amended Law on Education (National Assembly, 2019) positions families as co-educators alongside schools, responsible not only for supporting academic learning but also for moral, physical, and aesthetic development. This is aligned with the functionalist understanding articulated by Hoàng (2021: 145), which emphasizes the adaptive collaboration between family and other institutions in fulfilling society's needs. Under Resolution No. 21-NQ/TW (Central Committee, 2017), family education has been explicitly linked to national goals of population quality improvement, encompassing gender equality, reproductive health, and life skills. Such policy directions broaden the scope of family education beyond academic achievement, acknowledging its role in producing well-rounded, socially responsible citizens.

Despite these developments, inequalities persist. Urban families, particularly those in the middle and upper classes, are more likely to have the resources and knowledge to adopt modern, child-centered educational methods, to provide access to extracurricular learning, and to integrate technology into skill development. Rural and disadvantaged households may struggle to meet even basic educational needs, relying on traditional methods and limited material support. These disparities contribute to divergent educational trajectories for children, reinforcing existing socio-economic divides.

Taken together, the evidence indicates that the educational function of the Vietnamese family has shifted on multiple fronts. Structurally, the movement from extended to nuclear and single-parent households has reduced the number of adult role models and concentrated educational responsibility on parents. In terms of content, there has been a diversification from traditional moral and behavioral instruction to include skills and literacies demanded by a digital, globalized economy. Methodologically, there is a gradual shift from authoritarian to dialogic parenting, although this remains uneven. Temporally, the demands of wage labor and urban living have reduced parental availability, while migration has reconfigured caregiving arrangements. Ecologically, the expansion of children's social worlds through urbanization and digital technology has both enriched and complicated the family's role. Institutionally, policy reforms have formalized the family's partnership with schools and linked domestic education to broader developmental goals.

The result is a complex and sometimes contradictory picture. The Vietnamese family remains indispensable to socialization, but the forms and mechanisms through which it fulfills this role are changing, and not uniformly across regions or socio-economic groups. These findings underscore the need to understand the drivers of change in order to design policies and interventions that can support families in adapting their educational functions to contemporary realities.

Drivers of Change in the Educational Function of Vietnamese Families

The transformations in the educational role of Vietnamese families between 2015 and 2024 cannot be understood without examining the underlying drivers that have reshaped both the capacity and the priorities of families in child-rearing. These drivers are deeply intertwined, spanning shifts in cultural values, structural and economic conditions, and the policy and technological environment. While they can be analytically distinguished, they operate in a mutually reinforcing fashion, creating complex pressures and opportunities for the family's socialization function.

Cultural change and value transformation

Vietnamese family education has historically been guided by a set of core values rooted in Confucian ethics, socialist collectivism, and local cultural traditions. Central among these have been *hiếu* (filial piety), respect for elders, community solidarity, and moral self-cultivation. As Hoàng Bá Thịnh (2016: 118) notes, these values provided not only a normative framework but also a consistent behavioral model, transmitted primarily through daily interaction within multi-generational households. However, from 2015 onward, processes of globalization and individualization have begun to alter the hierarchy of values within many Vietnamese families.

In urban and more globally connected households, educational aspirations increasingly emphasize self-confidence, independence, and competitive achievement. Parents now express goals not merely in terms of their children's compliance with moral norms, but in their ability to succeed in education and professional life, often through mastery of foreign languages, technological competence, and interpersonal skills (Nguyễn, 2019: 59). This is a departure from the earlier focus on obedience and collective responsibility, and reflects an integration of global middle-class norms into Vietnamese parenting practices.

The physical and symbolic contraction of the extended family is a crucial part of this cultural shift. The decline of multi-generational cohabitation reduces opportunities for intergenerational teaching of customs, traditions, and kinship etiquette. As Hoàng (2021: 203) points out, the educational function of the traditional extended family was "multi-layered," blending moral discipline from elders with practical guidance from parents and siblings. Its reduction has not only narrowed the sources of moral instruction but has also shifted the content toward skills more aligned with the demands of modern schooling and the labor market.

Global cultural flows, mediated through mass media, the internet, and transnational migration, have also brought new educational models into Vietnamese homes. Parenting books, online courses, and television programs advocate approaches such

as early childhood stimulation, Montessori methods, or "learning through play," which prioritize the agency and creativity of the child. While these methods are selectively adapted, their growing presence signals a diversification of the pedagogical repertoire available to Vietnamese parents, albeit more accessible to the urban educated class than to rural households.

Economic restructuring and its effects on time and resources

Economic change has also played a decisive role in reshaping family education. Vietnam's GDP growth in the 2015–2024 period averaged around 5.9% per year (GSO, 2024: 4), accompanied by rising household incomes and a growing middle class. For many families, increased financial resources have enabled greater investment in children's education through private tutoring, extracurricular classes, and technology. This aligns with what Hoàng (2021: 145) characterizes as the "intensification" of parental investment in fewer children—a common feature in societies with declining fertility.

However, economic gains have been unevenly distributed, producing disparities in educational opportunities. Urban families with stable incomes are far better positioned to access quality schooling and enrichment activities, while rural and low-income households often rely solely on public education and their own capacity for home-based teaching. The gap is further widened by differences in parental education, which shapes both the aspirations and the methods employed in family education.

The structure of employment also affects the time parents can devote to child-rearing. The high rate of female labor force participation—67.4% in 2023 (GSO, 2024: 15)—is a positive indicator of gender equality in the workforce but also implies that both parents are frequently engaged in full-time employment. In urban areas, long working hours and commuting times reduce the scope for direct involvement in daily educational activities, shifting some responsibilities to schools, paid caregivers, or grandparents. In rural migrant-sending areas, parents' absence due to labor migration means that the educational function is often delegated entirely to grandparents, who may maintain traditional moral instruction but are less equipped to provide guidance in areas such as digital literacy or contemporary academic skills.

Labor migration, both internal and international, is a particularly significant economic driver of change. The 2019 GSO survey recorded approximately 1.3 million children living without one or both parents due to work-related migration (GSO, 2019: 27). This phenomenon reconfigures the educational environment, often reducing the emotional and communicative aspects of parenting to intermittent phone or video calls. While remittances can improve material

conditions and fund education, the absence of parents from daily life limits the scope for consistent moral and behavioral guidance.

Socio-political and technological drivers

Public policy has had a direct and intentional impact on the educational role of families during this period. Resolution No. 21-NQ/TW (Central Committee, 2017) explicitly links family education to broader population quality goals, highlighting life skills, reproductive health, and gender equality as necessary domains of parental responsibility. This represents a shift from earlier policy frameworks that focused more narrowly on literacy and basic schooling, toward a holistic conception of education that includes social, emotional, and health-related competencies.

The amended Law on Education (National Assembly, 2019) operationalizes this vision by formally recognizing families as co-educators alongside schools. In practice, this has meant greater expectations for parents to monitor academic progress, reinforce school-based learning at home, and participate in decision-making processes related to their children's education. The integration of life skills and values education into the national curriculum further requires that families complement classroom instruction with practical and moral guidance in daily life.

Technological transformation is perhaps the most disruptive and fast-moving driver of change. Internet penetration has expanded rapidly, with 82.3% of households connected via fiber-optic broadband by 2024 (Vietnamnet, 2024). This has profoundly altered the ecology of children's learning and socialization. While technology provides unprecedented access to information and educational resources, it also exposes children to misinformation, cyberbullying, and addictive entertainment content. Parents are thus compelled to take on new roles as digital gatekeepers and mediators, developing rules, monitoring systems, and guidance strategies for online engagement.

The incorporation of digital literacy into family education marks a major departure from previous generations' parenting practices. It requires not only technical competence but also ethical and critical thinking skills to navigate online spaces. Families with higher socio-economic status are better equipped to integrate technology into structured learning, for instance by enrolling children in online courses or providing devices for educational use. In contrast, in lower-income households, access to technology may be more haphazard, with less supervision and fewer educational applications.

Urbanization acts as a cross-cutting driver, reshaping the spatial and social contexts in which families operate. With 38.2% of the population living in urban areas by 2024 (GSO, 2024: 9), children in cities are exposed to more diverse peer groups, institutional resources, and extracurricular opportunities. This enriches their

educational experiences but also subjects them to competing value systems and lifestyles that may not align with parental expectations. Rural children, while more insulated from these influences, may have fewer opportunities for skill diversification, reinforcing existing disparities.

Interactions and cumulative effects

These drivers do not operate in isolation but in interaction, producing cumulative effects on family education. Cultural shifts toward individual achievement are reinforced by economic incentives in a competitive labor market, which in turn are shaped by urbanization and global connectivity. Policy reforms institutionalize these shifts, embedding them in educational curricula and public discourse. Technological change both accelerates and complicates these processes, expanding the resources available to families while also challenging their capacity to manage and curate children's learning environments.

For example, the move toward dialogic parenting in urban areas is not only a cultural adoption of global pedagogical norms but also a practical adaptation to children's increasing access to diverse information sources online. Similarly, the intensification of parental investment in fewer children is both a demographic consequence of low fertility and an economic response to the demands of a knowledge-based economy.

The uneven distribution of these drivers across socio-economic and geographic lines produces significant variation in how families adapt their educational function. Urban middle-class households are more likely to integrate global pedagogical practices, leverage technology for structured learning, and engage actively with school curricula. Rural and disadvantaged households may prioritize moral discipline and practical life skills, relying on community networks and traditional authority structures. These differences underscore the importance of context-sensitive policy interventions that recognize the diversity of family forms and capacities in contemporary Vietnam.

Challenges and Policy Implications

The reconfiguration of the family's educational function in Vietnam between 2015 and 2024 presents a series of interrelated challenges. These challenges arise not merely from structural or demographic shifts, but from the intersection of cultural change, economic pressures, technological disruption, and uneven policy implementation. Understanding these challenges is essential for formulating policy interventions that can strengthen the family's role as an adaptive and resilient educational institution.

One of the most significant challenges is the widening urban–rural gap in educational capacity. Urban families, particularly those in the middle and upper classes, enjoy better access to high-quality schools, enrichment programs, and digital resources. They are also more exposed to global pedagogical trends, enabling them to diversify their educational methods beyond traditional moral instruction to include critical thinking, creativity, and digital skills. In contrast, rural households face constraints in material resources, internet connectivity, and parental educational background. This limits their ability to integrate new content such as digital literacy into everyday socialization (Vietnamnet, 2024; Hoàng, 2021: 217). The result is a stratification of educational opportunities that reinforces socio-economic disparities and risks perpetuating cycles of disadvantage.

Closely related is the challenge of parental time poverty. With female labor force participation reaching 67.4% in 2023 (GSO, 2024: 15) and high levels of full-time employment in both urban and rural areas, parents face significant constraints in the time available for direct educational engagement with their children. This is exacerbated in urban centers by long commuting times and in rural migrant-sending areas by prolonged parental absence due to overseas or internal labor migration. In such contexts, grandparents or other relatives often assume primary caregiving roles, which can preserve elements of traditional moral instruction but may not be equipped to address the demands of modern education, particularly in technology use and global cultural literacy (GSO, 2019: 27).

The digital transformation of society introduces both opportunities and risks. The rapid expansion of internet access—82.3% of households by 2024 (Vietnamnet, 2024)—has opened up vast resources for learning but also exposed children to harmful content, cyberbullying, and misinformation. Many parents, especially in rural areas, lack the knowledge and tools to provide effective digital guidance (Hoàng, 2021: 217). Without targeted support, this digital gap risks becoming a digital divide in educational outcomes. The problem is compounded by generational differences in technology adoption: while children often become proficient users quickly, older caregivers may struggle to keep pace, creating asymmetries in knowledge and authority within the household.

Another pressing issue is the erosion of intergenerational transmission of cultural values. The decline of multi-generational households, particularly in urban areas, has reduced opportunities for children to learn directly from elders about customs, traditions, and moral frameworks. While this can be offset to some extent by schools and community organizations, the intimacy and continuity of familial moral instruction are difficult to replicate in institutional settings (Hoàng, 2021: 203). Moreover, exposure to global media and peer networks introduces competing value systems that may conflict with or dilute traditional norms, creating a more complex moral landscape for parents to navigate.

At the policy level, while the amended Law on Education (National Assembly, 2019) and Resolution No. 21-NQ/TW (Central Committee, 2017) have articulated an expanded role for the family in holistic education, implementation remains uneven. Schools may lack structured mechanisms for engaging parents as true partners, and many parents are unaware of or unprepared for the responsibilities envisioned in these policies. Furthermore, the scope of family education in policy discourse has broadened to include life skills, reproductive health, and gender equality, but these areas often receive limited practical attention at the household level due to cultural sensitivities or lack of instructional resources (Nguyễn, 2019: 61).

These challenges point to several policy implications. First, bridging the urban–rural gap in educational capacity requires targeted investment in digital infrastructure, parental education programs, and community-based learning initiatives in rural areas. Ensuring that rural families have both the connectivity and the skills to integrate digital literacy into everyday life is essential to preventing an entrenched educational divide.

Second, policies must address the issue of parental time poverty by promoting family-friendly labor regulations, such as flexible working hours, parental leave, and support for workplace-based childcare facilities. Such measures would enable parents to engage more fully in their children's education without sacrificing economic stability.

Third, the integration of digital literacy into family education requires a multi-pronged approach. This should include public awareness campaigns, school-based digital skills training that actively involves parents, and the development of easy-to-use parental monitoring tools. Public libraries and community centers could serve as hubs for intergenerational digital learning, helping to bridge the knowledge gap between children and older caregivers.

Fourth, preserving and adapting cultural value transmission in the context of modern family structures calls for innovative approaches. Intergenerational programs that bring together elders and youth for storytelling, cultural performance, and community projects could help maintain cultural continuity. Schools and media can also play a role in reinforcing positive aspects of traditional values while integrating them with the skills and perspectives required for contemporary life.

Finally, the policy framework must be matched by practical capacity-building for parents. This could involve training modules, distributed through schools or community organizations, on effective communication, child psychology, and modern pedagogical techniques. Special attention should be given to rural and migrant households, where grandparents or other non-parent caregivers may need additional support to fulfill educational roles effectively.

In sum, the transformation of the Vietnamese family's educational function is both a response to and a driver of broader social change. The challenges it faces—structural, cultural, economic, and technological—are complex and interconnected. Addressing them requires a coordinated strategy that combines infrastructure investment, policy reform, community engagement, and capacity-building. Without such an approach, the family's ability to fulfill its irreplaceable role in shaping the next generation may be weakened, with long-term implications for Vietnam's social cohesion and human capital development.

Conclusion

Between 2015 and 2024, the Vietnamese family has undergone significant transformation in its educational function, reflecting deeper currents of demographic, socio-economic, cultural, and technological change. While the family remains the primary and most enduring site of early socialization, the ways in which it transmits knowledge, skills, and values have shifted along multiple dimensions—structural, content-based, methodological, temporal, and institutional.

Empirical evidence drawn from official statistics and scholarly research shows a decisive movement from extended to nuclear and single-parent households, a decline in fertility, and a rise in population ageing. These demographic shifts have concentrated educational responsibilities on parents and, in migrant households, on grandparents or other relatives. The content of family education has diversified, expanding from traditional moral and behavioral instruction to include life skills, foreign languages, and digital literacy—reflecting both the demands of a globalized economy and the realities of a digitally mediated childhood. Methodologically, urban and educated households have shown a gradual shift toward dialogic, child-centered approaches, while more traditional directive methods remain prevalent in rural and disadvantaged areas.

The drivers behind these changes are interlinked and mutually reinforcing. Cultural shifts toward individual achievement and self-realization intersect with economic restructuring, urbanization, and migration to produce both new opportunities and new constraints for family education. Policy reforms, particularly the amended Law on Education (National Assembly, 2019) and Resolution No. 21-NQ/TW (Central Committee, 2017), have sought to position the family as an active partner in holistic child development. Meanwhile, the digital transformation of society—epitomized by over 82% of households having broadband access by 2024—has simultaneously enriched educational possibilities and introduced novel risks.

These developments present complex challenges. Inequalities in resources, time availability, and educational capacity—shaped by socio-economic status, geographic location, and migration patterns—threaten to produce uneven educational outcomes across the country. The erosion of intergenerational cultural

transmission, the pressures of parental time poverty, and the demands of digital mediation add layers of difficulty to the family's traditional role.

Addressing these challenges requires a multi-level strategy. At the structural level, investment in rural infrastructure, parental training, and community learning centers can help bridge gaps in capacity. At the institutional level, schools must deepen their partnerships with families, offering not only academic collaboration but also resources for parenting in the digital age. At the cultural level, efforts to preserve and adapt traditional values must go hand in hand with fostering the competencies needed for contemporary life.

Ultimately, the transformation of the educational function of Vietnamese families is not a sign of decline, but of adaptation. As Hoàng Bá Thịnh (2021: 145) emphasizes, the family is a resilient institution that adjusts its functions in response to societal demands. In the context of Vietnam's rapid modernization, urbanization, and integration into the global economy, the challenge is to ensure that this adaptation strengthens rather than weakens the family's capacity to nurture capable, ethical, and well-rounded citizens. The decade from 2015 to 2024 has revealed both the vulnerabilities and the potential of the Vietnamese family; the coming years will determine how effectively policy, community, and scholarship can support it in fulfilling its vital educational role.

References

Central Committee of the Communist Party of Vietnam. (2017). *Resolution No. 21-NQ/TW dated October 25, 2017, on population work in the new situation*. Central Committee of the Communist Party of Vietnam.

Government of the Socialist Republic of Vietnam. (2023). *Resolution No. 137/NQ-CP dated September 2, 2023, on the Government's action program to implement Resolution No. 21-NQ/TW*. Government of Vietnam.

Hoang, B. T. (2016). *Family studies textbook*. Vietnam National University Press.

Hoang, B. T. (2021). *Transformation of Vietnamese families in the process of development*. Vietnam National University Press.

Nguyen, K. T. (2019). Overview of family education research. *Journal of Educational Sciences*, 15(2), 55–67.

National Assembly of the Socialist Republic of Vietnam. (2019). *Law on Education No. 43/2019/QH14 dated June 14, 2019*. National Assembly of Vietnam.

General Statistics Office. (2016). *Statistical yearbook of Vietnam 2015*. Statistical Publishing House. https://www.gso.gov.vn/

General Statistics Office. (2021). *Statistical yearbook of Vietnam 2020*. Statistical Publishing House.

General Statistics Office. (2019). *Survey on population change and family planning*. Statistical Publishing House.

General Statistics Office. (2024). *Statistical yearbook of Vietnam 2023*. Statistical Publishing House.

General Statistics Office. (2024). *Press release: Results of the 2024 mid-term population and housing survey*. Statistical Publishing House.

Vietnamnet. (2024, October). Over 82% of Vietnamese households have fiber-optic broadband internet. *Vietnamnet*. https://vietnamnet.vn/hon-82-ho-gia-dinh-viet-nam-da-co-internet-cap-quang-bang-rong-2338943.html

Philosophy of Technology of Ivan Illich's Influence on Contemporary Education in the Digital Age

Dang-Thanh Nguyen

Hanoi Law University, Vietnam

Abstract: This paper discusses the continuing relevance of Ivan Illich's philosophy of technology for contemporary education in the digital age. The author examines two of Illich's most famous works, *Deschooling Society* (1971) and *Tools for Conviviality* (1973), as primary sources. Throughout his publication, Illich argues about the benefits and dangers of technological progress concerning education in the context of modern Western capitalist societies. He suggests an additional voluntary schooling system to connect learners with their peers and mentors outside formal institutions. His argument, therefore, anticipates contemporary educational trends in the digital age, such as online learning platforms, open educational resources, etc. Digital technological achievements, indeed, open opportunities for self-disciplined learning for a large population. However, Illich also anticipates the danger of such progress in contemporary capitalism: degrading their thinking ability and increasing social inequality. Illich proposes "technological ascesis" to preserve human agency in the seemingly dominant position of technological devices. Against educational inequality, Illich encourages so-called open educational resources and massive open online courses and promotes policies for better education chances. His argument, in short, suggests how we need to establish a sane relationship with technological tools to have a truly better education for more and more people.

Key-words: Ivan Illich, Philosophy of Technology, Tools for Conviviality, Contemporary Education, Digital Learning.

1. Introduction

Ivan Illich (1926–2002) is a radical thinker who criticizes the modern world and its institutions, such as education and technology (Wright, 2003, p. 185). He holds a Catholic priest position and then turns to an internationally famous social activist and theorist. His two well-known books, *Deschooling Society* (1971) and *Tools for Conviviality* (1973), articulate his philosophy of education and technology, warning of the dangers of manipulative tools and how modern schooling institutionalizes humans' dependence. His reputation seems to have been minimized since the 1980s (Zaldívar, 2011, p. 618). Nevertheless, many scholars still attempt to understand his thinking, especially his philosophy of technology and education, in the contemporary digital age (Hart, 2001; Shouse, 2013; Serpa et al., 2020).

Digital technologies increasingly mediate contemporary education. Distance learning, algorithmic tutoring, digital platforms, and global educational networks raise questions about whether technologies today empower learners or deepen institutional dependency. In this situation, as Serpa and colleagues (2020, p. 23) interpret, Illich might suggest an additional

mode of education beside the compulsory schooling system: self-training networks in a society "increasingly digitalised and linked by the internet may offer potential benefits."

Furthermore, his thinking questions whether these digital-age educational systems truly empower self-directed learning or extend humans' dependence. Do contemporary digital educational devices function as tools for conviviality, as Illich wished to enhance freedom and equality, or strengthen dependency and commodification of learning? This paper, therefore, would discuss this question in detail.

2. Findings

The discussion begins with an outline of his philosophy of technology and education through his fundamental concepts, such as "convivial tool" and "deschooling." Then, the author theoretically connects Illich's ideas to digital-age education systems globally. In this perspective, the readers might find his visions anticipate or illuminate current trends like online learning networks, the computerization of schooling, and attempts to democratize knowledge through technology.

2.1. Illich's Philosophy of Technology

Illich's philosophy of technology pivots on a fundamental distinction between tools that serve humans and tools that subjugate humans. In *Tools for Conviviality*, Illich defines "tools" in an expansive sense to include not just hardware or machines but also "productive institutions" and systems that shape social relations, such as factories, schools, hospitals, and bureaucracies (Atasay, 2013). All these are rationally designed devices by which society pursues specific values or outcomes. Crucially, Illich observed that modern industrial tools have an alarming tendency: beyond a certain point of growth or complexity, tools that were initially implies to empower people can turn into ends in themselves, dominating those they were meant to serve. He argues that "industrial growth in goods and services can, up to a certain level, be beneficial, although afterwards further expansion readily becomes detrimental" (Mitcham, 1991, p. 18). In other words, every major technology or institution no longer motivates human purposes but instead creates dependence, inequality, and frustration.

As Illich proposed, convivial tools are technologies and institutional structures that remain subservient to individuals and communities. Illich (1971) furthermore claimed that a society in which modern technologies serve humans is convivial. He associates this conviviality with a virtue of "austerity in the classical sense" – a self-discipline that "does not exclude enjoyments but only those which are destructive of personal relatedness (Illich, 1971, p. xxv). Convivial tools, therefore, foster "autonomous and creative intercourse among persons, and the intercourse of persons with their environment' (Illich, 1973, p. 27). They are characterised by easy access, low barriers to use, user freedom, and adaptability. Everyone can shape and use convivial tools without a bureaucratic apparatus or professional permission. Using such tools inherently respects the equal freedom of others. A technological device requiring an army of experts (or years of formal training for every user) imposes its own logic or autonomy on humans. By contrast, a convivial tool can be appropriated directly by allowing people to express their users' intentions.

During the late industrial era, Illich lamented, many tools had lost their convivial nature. Industrial or manipulative tools are those structured in a way that "encapsulate individual creativity in structures alien to individuals by allocating experts - doctors, engineers,

technocrats—to dictate decisions on behalf of individuals and society" (Atasay, 2013, p. 59-60). Such tools invariably concentrate power in the hands of a professional class or bureaucratic system. The result is that people become dependent consumers of services and products delivered by these systems, losing confidence in their innate abilities. Human beings, thus, are reduced to clients of industrial institutions rather than active agents.

Illich's critique thus highlights the paradox of technical progress: advanced tools produce *counterproductive* results beyond a particular scale, even as they promise greater efficiency or output. Therefore, modern tools typically reach a point where they consume their own users. Human beings are absorbed into systems that satisfy engineered rather than actual, vernacular needs. Industrial society elevates instruments and the process of production/consumption above the person: tools acquire a cult-like status (Illich often spoke of the "worship" of tools and technique), and human purposes are bent to fit the tool's logic rather than vice versa. In *Tools for Conviviality*, Illich (1975) calls for an inversion of this relationship through a general social recovery of balance between persons and their tools." He proposed that society limit the scale and scope of tools to a human dimension – advocating, for instance, natural scales for transportation speed, energy use, or educational provision, beyond which a tool's net benefits turn negative. Modern humanity, Illich argued, must consciously choose limits on technocratic growth in order to safeguard a sphere of vernacular life.

Finally, Illich's philosophy of technology asserted the self-limitation and the primacy of the "vernacular." He draws a line between autonomous action and heteronomous need satisfaction, or between vernacular subsistence and industrial production, which corresponds to his convivial - manipulative tools distinction (Samerski, 2016). Vernacular refers to what people do or make for themselves. Before the highly industrial societies, people met many needs through reciprocal community activities and personal skills, which Illich (1971) calls "the commons", a sphere of life not commodified or managed by professionals. Industrial tools encroach upon this commons by redefining needs in terms of commodities and services.

2.2. Illich's Philosophy of Education

His philosophy of education is intimately tied to his broader technological critique. Illich chose schooling as a modern tool that had exceeded its ethical and practical limits. Schooling, he claims, is the become a tool for social reproduction rather than enlightenment (Gajardo, 1993). In *Deschooling Society*, Illich (1971) systematically analyses how the Western compulsory schooling fails as an educative tool and produces systemic dysfunction. Modern schooling is not a solution to social inequities, alienation or ignorance, but a primary generator of those problems. Instead, Illich calls to disestablish school, that is, to abolish the monopoly of the formal school system and replace it with fundamentally different approaches to learning.

According to Illich (1971), modern schooling promotes the students' passivity, consumption, and ranking attitude. By segregating people by age group, mandating curricula, and enforcing teacher-directed instruction, schools teach (implicitly) that learning is a process that can only happen with authorized teachers, in a classroom, following a graded plan. This hidden lesson "teaches" young people to become consumers of knowledge, waiting for external direction, rather than self-directed knowledge producers. It also legitimizes a form of hierarchy: success in school is measured by grades, credentials, and completion of curricula, fostering a meritocratic stratification that often merely reflects social inequalities rather than true learning differences. Illich observed that despite massive school expansions, inequalities persisted or

even worsened, with schooling tending to benefit those already advantaged while alienating the marginalized.

Furthermore, Illich argues that school conflates teaching with learning to society's detriment. In his view, teaching is an artificial, institutional activity, while learning is a natural human process that often occurs independently of schools. "Most learning happens casually, and even most intentional learning is not the result of programmed instruction" (Illich, 1971, p. 13). Children learn their native language without schooling, and people can learn many skills informally, given motivation and access to tools or peers. However, schools propagate the myth that valuable learning is a service provided by experts, leading to a radical monopoly. In an industrial society, every citizen is expected to be a lifelong consumer of delivered education, which in turn cements the dominance of those professional systems.

Instead, Illich calls for disestablishing the school system and replacing it with decentralized networks that facilitate learning in a radically different way. In the closing chapters of *Deschooling Society*, Illich (1971) sketches the model of "learning webs" or "networks" that could outgrow the school paradigm. Learning webs would enable people to connect peer-to-peer based on their interests, to access educational resources freely, and to find teachers or experts when needed in an ad-hoc fashion. Illich proposed four types of networks: i) reference services to educational objects (a kind of public library system vastly expanded, including access to media, laboratories, tools – today one might think of the internet or open educational resources); ii) skill exchanges where people list skills they are willing to teach or want to learn, and are matched up; iii) peer-matching networks to bring together learners with similar interests to learn collaboratively; and iv) credential-free archives of achievements or "learning records" so that people could present their learning to others without formal diplomas. Decades before the widespread of social media and online platforms, Illich was essentially envisioning a peer-to-peer learning society – a web of informal, user-directed education enabled by simple arrangements by technology. This vision sprang from his belief in the generative capacity to learn that humans have, which is suppressed by the modern schooling. Thus, his learning webs aimed to "deschool education, that is, free learning from the institutional school format and also "deschooling society," remove the mindset of institutional dependency across all domains.

2.3. Illich and Digital-Age Education

Over fifty years after Illich first demanded a deschooling society and promoted convivial tools, digital technology has transformed our world. It is now commonplace for education to involve computers, the internet, and a host of digital platforms connecting learners across the globe. The author interprets the intersection of his philosophy of technology and education with contemporary global education, focusing on the digital dimension. The readers then would notice that Illich's insights anticipated how digital technology radically changes education, creating online learning networks and open-source knowledge communities.

Illich's "learning webs" proposal seems similar to the internet and social media. In *Deschooling Society*, Illich (1971) imagined a decentralized network where anyone could access educational resources and connect with others to learn any skill or subject of interest. At that time, his idea had to be facilitated via libraries, phone networks, and bulletin boards. Today, the internet provides a far more powerful infrastructure: open educational resources, online forums, search engines, and social networks collectively function as a global learning web. His vision, as Kahn and Kellner (2007) saw, anticipates the Internet's various social networks, blogs, wikis, chat rooms, listservs and compendious archives that have emerged. They allow individuals to seek

information, form communities of inquiry, and share knowledge peer-to-peer, often without institutional mediation.

Though writing before the World Wide Web, Illich was aware of early computer networks and even utilized them to share his work. Kahn and Kellner (2007) note that Illich “was in advance of many intellectuals by making a great many of his books, essays and lectures freely available for reading and sharing online.” In a sense, Illich practiced what he preached by embracing nascent digital communications to bypass traditional publishing gatekeepers, embodying the principle of open access to knowledge. Importantly, Illich's stance on computers was nuanced: he saw the potential for “personalized computers made accessible to the public for their own ends” to become truly convivial tools that “provide resources, interactivity and communities” supportive of autonomous learning (Kahn & Kellner, 2007). This remarkable vision of what the internet could be is the democratizing force in education, helping people to "learn webs" style, on their own initiative.

However, Illich (1975) simultaneously warned that computers could reinforce bureaucracy and control. He drew a distinction between centralized, institutional computing and distributed, user-centric computing. The mere presence of computers in education does not guarantee Illichian outcomes. What matters is how they are used and who controls them. Illich was aware of how technologies like computers could either advance or distort pedagogy, depending on how they fit into a well-balanced learning ecology. This insight becomes obvious today: in an ideal "ecology of learning," digital tools supplement and heighten students' agency, that is, enabling creative production, collaboration, and access to diverse knowledge.

The global reality of digital education is mixed. On the one hand, informal learning on the internet has blossomed worldwide. Learners in remote regions can access lectures worldwide and create digital communities and peer learning circles. Social media allows students to form study groups across continents. These developments reflect a bottom-up, convivial use of technology that Illich would likely celebrate.

Moreover, the ethic of the knowledge commons and open-source collaboration has taken hold among many educators and technologists, echoing Illich's advocacy for reclaiming the commons. The open-source software community and the Creative Commons licensing of educational materials illustrate his convivial tools. They rely on voluntary contributions, sharing, and local adaptation rather than centralized control. The movements toward “open education,” “open science,” and similarly strive to remove institutional and proprietary barriers to knowledge, aiming to empower a global learning community. These tendencies are evidence of Illich's direct or indirect influence on contemporary digital educational thought.

Furthermore, Illich critiqued how digital technology can mask the commodification of education. While online courses can be open, the dominant trend in global educational policy still treats education as a competitive commodity. Schools offer online degrees for tuition. Companies sell learning apps. Even free services often operate on data extraction or advertising models. This risks extending what Illich (1971) called the “marketization of nonmaterial needs.” In this digital phase, education is still often seen as something to be produced, delivered, and consumed, but simply via new channels. The critical question to ask, with Illich, is whether this new mode is any different. If students now learn by accumulating digital badges or algorithmically quantified achievements, is this not another form of the same “scholastic funnel” approach Illich (1971) decried? The risk is that learning remains institutionally defined and externally measured, rather than self-defined and intrinsically motivated. Illich feared that

even well-intentioned innovations can be co-opted to reinforce institutional dependency unless we change the underlying ethos of education from one of production/consumption to one of autonomy/shared inquiry.

The global dimension of digital education also brings new challenges that Illich's framework can illuminate. One is the digital divide – unequal access to technology and the internet. Illich (1971) argued that late industrial institutions often heighten inequality under a veneer of providing equal service. The same concern applies today: if only students from developed nations or with a proper economic basis have high-quality internet and devices, online education could widen gaps even as it appears to spread opportunity. Thus, ensuring everyone's access to information and communication technologies is essential so that education serves democracy rather than a privileged techno-elite (Kahn & Kellner, 2007). This point aligns with Illich's insistence that the freedom provided by tools must be limited only to guarantee equal freedom for others (Atasay, 2013).

Another global issue is the cultural specificity of educational content and the risk of a new form of imperialism via technology. Working in Latin America for years, Illich was sensitive to how Western-style schooling often displaces local culture and knowledge (Gajardo, 1993). In the digital age, English-language and Western-produced content dominates online educational resources, potentially marginalizing non-Western perspectives. Illich's call to "valorize difference and cultural specificity, as well as equality" in education (Kahn & Kellner, 2007) anticipates current discussions about decolonizing the curriculum and designing tech for diverse contexts. A convivial global learning network would need to be pluralistic and bottom-up, allowing each community to contribute and set its own learning goals, rather than a one-size global platform everyone must adapt to. Encouragingly, the ease of content creation on the web has enabled more local educational initiatives. The question, again in Illichian terms, is whether these remain vernacular and independent or get subsumed under the logics of big platforms and funding agencies.

3. Conclusion

The philosophy of technology and education of Ivan Illich in the digital phase of education might guide us moving forward. He proposed the critique of industrial-age education and asked for true convivial schooling.

The prospects for Illich's influence in the digital age are supported by the technological development that has occurred since his time. The digital revolution has opened a new way to implement low-cost, horizontal, networked learning globally. The fact that learners in developing nations with a cheap smartphone can access free courses or teach themselves an advanced skill exemplifies a kind of access to tools that even Illich might be amazed by. We can see Illichian suggestions like the open-source movement, which thrives on self-motivated learning and peer mentorship, or the rapid dissemination of educational content during the COVID crisis, when teachers worldwide shared resources freely online. Indeed, these collaborations and sharing are close to Illich's ideals. The continued relevance of his thinking to educators and activists and the resurgence of terms like "conviviality" in social innovation debates show that Illich's work can still be relevant in our digital age.

References

Atasay, E. (2013). Ivan Illich and the Study of Everyday Life. *The International Journal of Illich Studies, 3*(1), 56-77.

Gajardo, M. (1993). Ivan Illich (1926-). *Prospects: The Quarterly Review of Comparative Education, 23*(3/4), 711-720.

Hart, I. (2001). Deschooling and the web: Ivan Illich 30 years on. *Educational Media International, 38*(2-3), 69–76.

Illich, I. (1971). *Deschooling Society*. Harper & Row Publisher. New York, Evanston, San Francisco, London.

Illich, I. (1975). *Tools for Conviviality*. Fontana. Glasgow.

Kahn, R. & Kellner, D. (2007). Paulo Freire and Ivan Illich: Technology, Politics and the Reconstruction of Education. *Policy Futures in Education, 5*(4), 431-447.

Mitcham, C. (1991). *Tools for Conviviality*: Argument, Insight, Influence. P. T. Durbin (Ed.), *Europe, America, and Technology: Philosophical Perspectives* (pp. 17-56). Springer Science + Business Media. Dordrecht.

Samerski, S. (2016). Tools for degrowth? Ivan Illich's critique of technology revisited. *Journal of Cleaner Production, 197*(2), 1637-1646. https://doi.org/10.1016/j.jclepro.2016.10.039

Serpa, S. et al. (2020). Contributions of Ivan Illich to Education in a Digital Society. *Academic Journal of Interdisciplinary Studies, 9*(2), 23-30.

Shouse, R. C. (2013). Deschooling Twenty-First Century Education. *The International Journal of Illich Studies, 3*(2), 6-16.

Wright, P. (2003, January 11). Ivan Illich. *The Lancet, 361*, 185.

Zaldívar, J. I. (2011). Revisiting the critiques of Ivan Illich's deschooling society. *International Journal for CrossDisciplinary Subjects in Education, 1*(Special 1), 618–626.

LEADERSHIP STYLES AND OORGANIZATIONAL COMPETITIVENESS: EVIDENCE FROM NIGERIAN INSURANCE COMPANIES

EZE Benneth Uchenna PhD[1]
Department of Business Administration,
Wesley University,
Ondo, Ondo State, Nigeria
https://orcid.org/0000-0003-2676-823X

AGBOOLA Oluyemisi .O. PhD[2]
Department of Entrepreneurship,
Ekiti State University, Ado Ekiti, Nigeria
https://orcid.org/0000-0001-6391-414X?lang=en

ADELUGBA Iyabode Abisola[3]
Department of Management Sciences.
BamideleOlumilua University of Education, Science and Technology,
Ikere-Ekiti. College of Science
https://orcid.org/0009-0001- 6138- 7259

OYEWOLE Adeola Abosede[4]
Centre for Entrepreneurship Development,
Yaba College of Technology, Lagos

ABSTRACT

This study examines the effects of leadership styles (transformational leadership style and transactional leadership style) on organizational competitiveness of insurance companies. The study employed survey research approach, through the administration of structured questionnaire on employees of five selected insurance companies. The findings reveal that both transformational leadership style and transactional leadership style significantly affect organizational competitiveness of insurance companies in Nigeria. Nevertheless, transactional leadership style has the greatest effect on organizational competitiveness of insurance companies in Nigeria. It I concluded that transformational leadership style and transactional leadership style are the major drivers of organizational competitiveness of insurance companies in Nigeria. It is recommended that insurance companies in Nigeria should adopt more of transactional leadership style blended with transformational leadership style.

Keywords: Insurance Companies, Organizational Competitiveness, Transformational Leadership Style, Transactional Leadership Style

1. INTRODUCTION

A key component of an organization's success is leadership. It makes it possible for organizational staff to lead, guide, and influence others in order to achieve its goals. All company objectives must be executed successfully, and this requires effective leadership (Oyewole, 2025). Furthermore, effective leadership is a key component of organizational success since it promotes management development and training. According to Saleh and Auso (2025), leadership in business affects both individuals and day-to-day operations. It also affects how groups and individuals within an organization are acknowledged, engaged, and focused. Many scholars have focused primarily on how leadership style affects organizational success (Alikhani & Shahriari, 2025; Jentjens et al., 2025; Masenya & Ngoepe, 2025; Oyewole, 2025; Putra, 2025).

Yue et al (2025) opine that All aspects of internal and external organizational relationships, dispute resolution, and assisting employees in achieving their goals are covered by leadership styles. As a result, effective leadership improves organizational success. An organization's leadership has a major impact on its strategic direction. Consequently, an organization's competitiveness is influenced by its leadership, which is essential to the business model it chooses. The competitiveness of an organization in the labor, consumer, and stock markets is significantly impacted by its leadership style. Leadership creates and implements strategy, which propels organisations' overall performance.

Though, several scholars have found a link between leadership styles and organizational performance. Yet, less clear is the link between leadership styles and organizational competitiveness, particularly in the insurance sub-sector. For example, Masenya and Ngoepe (2025) examined the effect of transformational leadership and transactional leadership styles on public libraries employees' retention in Gauteng Province of South Africa and found that transformational and transactional leadership styles have a positive effect on public libraries employee retention in South Africa. In addition, transformational leadership style is observed to have more impact on employee retention compared to transactional leadership style.

Similarly, Jentjens et al (2025) investigated the impact of transformational and transactional leadership styles on employee job engagement in Germany, and found that both transactional and transformational leadership styles have a positive impact on employee job engagement in German governmental organization. This reveals a gap in

the investigation of the effect of leadership styles, particularly transformational and transactional leadership styles on the competitiveness of insurance companies. In addressing this research gap, this study examines the influence of transformational and transactional leadership styles on the competitiveness of insurance companies in Nigeria. In line with the research objective the research hypotheses is stated below.

Research Hypotheses

H_{01}: Transformational leadership style has no significant effect on organizational competitiveness of insurance companies in Nigeria.

H_{02}: Transactional leadership style has no significant effect on organizational competitiveness of insurance companies in Nigeria.

2. LITERATURE REVIEW

Transformational Leadership Style

Transformational leadership, according to Agazu et al. (2025), is a process of influencing employees' attitudes and behaviors as well as bolstering their dedication to the company's vision and mission statements. Additionally, transformational leadership describes leadership styles that enable individuals to better themselves so they can perform at their highest level (Celestin & Sujatha, 2024).

Since all parties work toward the company's good, driven by similar ideals and beliefs as well as respect and trust among themselves, transformational leadership has been shown to be more successful, productive, inventive, and satisfying to followers (Pintaningdyah et al., 2024). This implies that transformational leaders employ personal power more frequently and support the sharing of codified power. Transformational leadership is a style of leadership that inspires followers to go above and beyond and is based on the leader's personal values and beliefs. Four traits or elements of transformative leadership were also recognized by Pintaningdyah et al. (2024): charisma, intellectual stimulation, inspiring motivation, and individual consideration.

A process known as transformational leadership occurs when one or more people establish connections with others in a way that inspires followers and leaders to reach higher moral and motivational standards. Likewise, several studies have made a

distinction between true transformational leadership and pseudo-transformational leadership (Rono, Korir, & Komen, 2020). It was discovered that pseudo-leaders prioritized status and power over the prosperity of their followers. Their behavior is hence unpredictable. For a transformational leader, what the leader does is more significant than the qualities and skills that motivate followers to change.

Developing a strategic vision, articulating it, modeling it, and fostering commitment to it are the main components of a transformational leadership style. Ren and Mavros (2024) assert that transformational leadership style emphasizes value by employing symbolic actions, empowers followers to accomplish the vision, responds confidently and optimistically, communicates the vision in a clear and appealing way, and explains how to achieve it.

Transactional Leadership Style

The three components of transactional leadership are contingent compensation, management by exception-passive, and management by exception-active. According to Milhem et al. (2024), contingent reward is a constructive relationship wherein leaders as well as followers agree on the tasks to be completed and clearly define performance goals in exchange for incentives. In other words, followers receive payment only when performance expectations are met. It is possible to receive both psychological (positive feedback and appreciation) and material (such an increase in income) incentives (Milhem et al., 2024). Management by exception is considered a corrective style of leadership because it has to do with how much a leader steps in or corrects followers' behavior.

Corrective measures can include punishment, criticism, or disapproval (Puni, Hilton, & Quao, 2020). By continuously monitoring subordinates' conduct to make sure it satisfies performance standards (such as guaranteeing adherence to policies and procedures) and taking action before problems arise, leaders can practice active management by exception. In contrast to active management by exception, passive management by exception is a reactive style of leadership since it involves leaders acting only after problems have occurred (Khoshnaw & Karadas, 2025).

Organizational Competitiveness

In contemporary business strategy, competitiveness is a crucial idea that helps a company outperform its rivals and succeed over the long haul. Being competitive means more than just surviving; it also means consistently delivering better results and remaining relevant in the field (Rudihartati & Dwiono, 2025). Businesses that successfully use their resources, skills, and strategic positioning to outperform their competitors are considered competitively successful. Globalization, technological development, and shifting consumer needs have all led to revisions in the notion, requiring organizations to continuously respond to dynamic market dynamics (Putri, 2025). As companies strive for a competitive edge, long-term success depends on their capacity to create new operations, improve operational efficiency, and cultivate strategic agility.

Organizations must effectively handle the dynamic, not static, reality of competitiveness. To keep a competitive edge, businesses need to make use of their special resources and skills, according to Gyemang and Emeagwali (2020). The RBV theory, which maintains that businesses can gain a sustainable competitive advantage if they have valuable, rare, unique, and non-replaceable resources, supports this as well. Organizational competitiveness is also influenced by leadership quality and strategic decision-making. Businesses can find places to improve and seize new possibilities by regularly evaluating their strategic position. Therefore, maintaining competitiveness in the modern business environment requires a proactive and flexible attitude.

Underpinning Theory

The theory underpinning this study is the Trait theory of leadership. One of the first methods for comprehending the efficacy of leadership was trait theory. According to the theory, effective leaders have innate qualities or attributes that set them apart from non-leaders (Bader et al., 2025). It is thought that these qualities, which could include intelligence, self-assurance, honesty, and emotional stability, help someone lead well.

The trait theory offers a framework for examining the efficacy of leadership by emphasizing individual characteristics as opposed to actions or contextual elements. Since it suggests that in order to obtain a competitive edge, businesses must find and nurture people who possess the proper leadership qualities, this theory is extremely pertinent to organizational competitiveness.

Using Trait Theory to Link Transformational Leadership, Transactional Leadership and Organizational Competitiveness

The ability of an organization to preserve a competitive advantage in the market through efficient resource management, change adaptation, and outperforming competitors is known as organizational competitiveness. In order to accomplish this, leadership is essential, and traits theory offers a helpful framework for identifying and cultivating successful leaders.

Traits like intelligence, self-assurance, and emotional stability are frequently displayed by transformational leaders, who encourage and inspire staff members to be creative and perform well. Companies may create an inventive culture that boosts competitiveness by developing leaders with these qualities. A transformational leader, can improve the level of innovativeness of an insurance company.

Performance-based incentives and organized procedures are hallmarks of transactional leadership. This technique works well for leaders who are honest and tenacious, which guarantees effectiveness and goal achievement. By establishing clear performance objectives and providing personnel with appropriate incentives, a transactional leader with high drive can increase productivity in an insurance company.

3. METHODOLOGY

This study employed a descriptive survey design and a quantitative research method. This design is selected since it enables the researcher investigate patterns, correlations, and possible impacts between variables, Therefore, this design will help unravel the link between leadership styles (transformational leadership style and transactional leadership style) and organizational competitiveness of insurance companies.

The population of the study comprises of employees of five selected Nigerian insurance companies, which is put at …. as at 2024. Using Raosoft sample size determination formular at 95% confidence level and margin of error of 5, a sample size of … was derived. Therefore, … copies of structured questionnaires were administered on employees of selected insurance companies in Nigeria. Both the validity of the reliability of the research instrument were confirms. Content validity Index (CVI) was employed in ascertaining the validity of the research instrument. Five experts in the field of organization behaviour and management rated the research instrument on two

scale (relevant and not relevant) and a CVI value of 0.89 was obtained, which indicates that the research instrument measures what it is designed to measure.

The reliability of the research instrument was assessed using Cronbach's alpha, which evaluated the internal consistency of the questionnaire items to ensure they consistently measured the intended constructs. Cronbach's alpha was employed to determine the degree to which items within each construct produced similar results, thereby confirming their reliability.

Table 1 Reliability of Research Instrument

S/N	Variables	No of Items	Cronbach's Alpha
1	Transformational Leadership Style	7	0.801
2	Transactional Leadership Style	7	0.753
3	Organisational Competitiveness	7	0.882

Source: SPSS result (2025)

Table 1 presents the reliability analysis results of the research instrument, showcasing Cronbach's alpha coefficients for each variable included in the study. The variables examined are transformational leadership style, transactional leadership style and organisational competitiveness. Each variable is assessed based on the seven items comprising it, with corresponding Cronbach's alpha values indicating the internal consistency reliability of the measures. The analysis indicates satisfactory to high levels of reliability across all variables, with Cronbach's alpha coefficients 0.801, 0.753 and 0.882 for transformational leadership style, transactional leadership style and organisational competitiveness respectively. These results suggest that the research instrument demonstrates robust internal consistency, enhancing confidence in the reliability of data collected to examine the effect of leadership styles (transformational leadership style and transactional leadership style) on organisational competitiveness of insurance companies in Nigeria.

4. FINDINGS AND DISCUSSION

Hypothesis Testing

Table 2: Summary of Regression Result (Dependent Variable – Organisational Competitiveness)

Variable(s)	Coefficient	T-statistics	P-Value
C	6.053	7.75	0.000
Transformational leadership style	0.291	4.02	0.000
Transactional leadership style	0.441	6.45	0.000
F-Statistics = 98.65 (0.0000)		R-Square =0.365, Adj-R-Square= 0.359	

Author's computation from SPSS 26

Source: Fieldwork (2025)

Table 2 reveals the fitness and overall significance of the regression model, which is shown in the F-statistics (98.65, P-value<0.05). It implies that transformational leadership style and transactional leadership style has a combined effect on organisational competitiveness of insurance companies in Nigeria. The T-Values of 4.02 (P-value<0.05) for transformational leadership style and 6.45 (P-value<0.05) for transactional leadership style, suggest that both transformational leadership style and transactional leadership style have significant individual effect on organisational competitiveness of insurance companies in Nigeria. The adjusted coefficient of determination (adjusted R^2) suggests that transformational leadership style and transactional leadership style account for 35.9% variation in organisational competitiveness of insurance companies in Nigeria. The model did not explain 64.1 per cent of the variation in organisational competitiveness, meaning that the model did not capture other elements affecting organisational competitiveness of insurance companies in Nigeria.

The analysis of the data collected from selected employees of insurance companies yielded several important insights. First, transactional leadership style emerged as the major driver of organisational competitiveness of insurance companies in Nigeria, significantly enhancing competitiveness. The majority of respondents indicated that the

leadership of their insurance company adopts more of transactional leadership style, which enhances competitiveness. This finding aligns with the study of Masenya and Ngoepe (2025) that examined the effect of transactional leadership style on public libraries employees' retention in Gauteng Province of South Africa and found that transactional leadership style has a positive effect on public libraries employee retention in South Africa. This finding however negates the findings of Masenya and Ngoepe (2025) that found that transformational leadership style has more impact on employee retention compared to transactional leadership style. This is at variance with our findings, as transactional leadership style has a greater impact on the organisational competitiveness of insurance companies in Nigeria. Similarly, our findings align with the study of Jentjens et al (2025) that investigated the impact of transactional leadership style on employee job engagement in Germany, and found that transactional leadership styles have a positive impact on employee job engagement in German governmental organization.

Secondly, the findings revealed that transformational leadership style significantly affect the organisational competitiveness of insurance companies in Nigeria. This finding aligns with the study of Masenya and Ngoepe (2025) that examined the effect of transformational leadership style on public libraries employees' retention in Gauteng Province of South Africa and found that transformational style has a positive effect on public libraries employee retention in South Africa. Similarly, Jentjens et al (2025) investigated the impact of transformational leadership style on employee job engagement in Germany, and found that transformational leadership style has a positive impact on employee job engagement in German governmental organization.

5. CONCLUSION

This study examines the effects of leadership styles (transformational leadership style and transactional leadership style) on organizational competitiveness of insurance companies. The study employed survey research approach, through the administration of structured questionnaire on employees of five selected insurance companies. The findings reveal that both transformational leadership style and transactional leadership style significantly affect organizational competitiveness of insurance companies in Nigeria. Nevertheless, transactional leadership style has the greatest effect on

organizational competitiveness of insurance companies in Nigeria. It I concluded that transformational leadership style and transactional leadership style are the major drivers of organizational competitiveness of insurance companies in Nigeria. It is recommended that insurance companies in Nigeria should adopt more of transactional leadership style blended with transformational leadership style.

REFERENCES

Agazu, B. G., Kero, C. A., & Debela, K. L. (2025). Transformational leadership and firm performance: a systematic literature review. *Journal of Innovation and Entrepreneurship*, *14*(1), 29.

Alikhani, Z., & Shahriari, M. (2025). The effect of servant leadership on competitiveness of startups: The mediating role of entrepreneurial orientation and self-efficacy. *The International Journal of Entrepreneurship and Innovation*, *26*(2), 137-150.

Bader, M., Columbus, S., Zettler, I., & Mayer, A. (2025). Developing, evaluating, and interpreting personality state measures: A framework based on the revised latent state-trait theory. *European Journal of Personality*, *39*(3), 408-427.

Benmira, S., & Agboola, M. (2021). Evolution of leadership theory. *BMJ leader*, leader-2020.

Celestin, M., & Sujatha, S. (2024). Exploring leadership styles and innovation: How transformational leadership drives creativity and competitiveness in business. *International Journal of Applied and Advanced Scientific Research*, *9*(2), 88-95.

Gyemang, M. D., & Emeagwali, O. L. (2020). The roles of dynamic capabilities, innovation, organizational agility and knowledge management on competitive performance in telecommunication industry. Management Science Letters, 10, 1533–1542. https://doi.org/10.5267/j.msl.2019.12.013

Jentjens, S., Lakshman, C., Neeb, M., Bernhard, F., Kraus, S., & Dabić, M. (2025). Transformational and transactional leadership: A job tenure perspective. *Scandinavian Journal of Management*, 101438.

Khoshnaw, D., & Karadas, G. (2025). Enhancing Knowledge Sharing Through Transactional Leadership in an Emerging Economy: The Strategic Role of Human Capital. *Sustainability*, *17*(12), 5572.

Masenya, J., & Ngoepe, M. (2025). Quitting leadership style? The influence of transformational and transactional leadership styles on librarians' retention in municipal libraries. *Library Management*, *46*(1/2), 78-93.

Milhem, M., Ayyash, M. M., Ateeq, A. A., & Alzoraiki, M. (2024). Examining the relationship between transactional leadership style and leader's emotional intelligence within the Palestinian ICT sector. In *Intelligent Systems, Business, and Innovation Research* (pp. 753-762). Cham: Springer Nature Switzerland.
Oyewole, C. (2025). The role of transformational leadership in enhancing knowledge behaviour and organizational competitiveness. *CogNexus*, *1*(01), 134-153.

Pintaningdyah, D., Sya, H. A., & Karnati, N. (2024, May). Literature study: Transformational leadership style and assertiveness in improving the teaching skills teacher's profession in the digital era. In *AIP Conference Proceedings* (Vol. 3116, No. 1, p. 040037). AIP Publishing LLC.

Putra, A. R. (2025). Integrating Technology in Leadership Style to Improve Innovation and Team Performance. *International Journal of Service Science, Management, Engineering, and Technology*, *7*(1), 7-11.

Putri, R. M. S. (2025). Human Capital Strategies in the Face of Digitalization: A Review of the Literature to Improve Organizational Competitiveness. *Eduvest-Journal of Universal Studies*, *5*(5), 5267-5282.

Ren, Q., Li, W., & Mavros, C. (2024). Transformational leadership and sustainable practices: How leadership style shapes employee pro-environmental behavior. *Sustainability*, *16*(15), 6499.

Rono, L., Korir, M., & Komen, J. (2020). Mediating effect of transformational leadership style on the relationship between dynamic capabilities and competitive advantage of manufacturing firms in Kenya. 4, 70–90. https://consensus.app/papers/mediating-effect-of-transformational-leadership-style-on-rono-korir/c9d15f196183520e8e8971b6f41053a9/

Rudihartati, L., & Dwiono, S. (2025). The role of human capital in enhancing organizational competitiveness: A literature review. *Journal of Management Science (JMAS)*, *8*(1), 288-297.

Saleh, S. S., & Auso, K. A. (2025). The role of transformational leadership in enhancing competitive advantage for E-business analysis in organisational practices. *Expert Systems*, *42*(1), e13307.

Yue, Y., Zubing, X., Yasmin, F., & Poulova, P. (2025). Impact of competitive anxiety and coach leadership style on track and field athlete performance: moderating role of coping strategies and emotional intelligence. *Current Psychology*, *44*(3), 1511-1526.

INFLUENCE OF DIGITAL MARKETING ON NANO ENTERPRISE SURVIVAL IN NIGERIA

OYEWOLE Adeola Abosede[1]
Centre for Entrepreneurship Development,
Yaba College of Technology, Lagos

ATTAH Alexander Enebi PhD[2]
Department of Business Administration,
Mountain Top University
Prayer City, Ibafo, Ogun State,
Nigeria

FAPARUSI Sunday Oluwadamilare[3]
Centre for Peace and Security Studies,
Lagos State University,
Ojo, Lagos.

EZE Benneth Uchenna PhD[4]
Department of Business Administration,
Wesley University,
Ondo, Ondo State, Nigeria
https://orcid.org/0000-0003-2676-823X

Abstract

Digital marketing has become a critical tool for business survival. This has engendered significant research interest across the globe. Digital marketing has been employed by enterprises of different sizes (nano, micro, small, medium and large enterprises), with diverse research findings. This study evaluates the link between digital marketing and nano enterprises survival. The study employed three components of digital marketing, namely: social media marketing, content marketing and affiliate marketing. For the sample, 70 owners and managers of Nano businesses were purposively selected for the study. The study utilizes simple percentages and charts for the demographic data, while simple regression analysis was employed in attaining the three research objectives. The findings from the first research objective reveal that social media marketing significantly influence the survival of nano enterprises in Nigeria (P-value <0.05). Similarly, the findings from the second research objective reveal that content marketing significantly affect the survival of nano enterprises in Nigeria (P-value <0.05). Furthermore, the findings from the third research objective reveal that affiliate marketing significantly influence the survival of nano enterprises in Nigeria (P-value <0.05). Given the research findings, it can be concluded that digital marketing components (social media marketing, content marketing and affiliate marketing) are important determinants of nano enterprises survival. In line with the research findings, the following recommendations are made: Nano enterprises should employ social media marketing

towards improving their survival. Nano enterprises should employ content marketing towards enhancing their survival. Nano enterprises should employ affiliate marketing towards improving their survival. The Government should create a secured digital environment, by tackling cyber crimes and criminalities.

Keywords: Affiliate Marketing, Content Marketing, Digital Marketing, Social Media Marketing, Nano Enterprises

1. INTRODUCTION

The survival of nano enterprises has engendered significant research interest among researchers in recent years, which has produced diverse research outputs. Nano enterprises play a vital role in the economy, contributing to innovation, employment, and the diversity of products and services available in the market (Ebegbetale *et al.,* 2024). Despite their small scale, these businesses can have a significant impact on their local communities and industries**.** Nano enterprises, which are enterprises that are smaller than micro enterprises, can be an effective tool for reducing the country's rising unemployment rate and bridging the financial gap for citizens seeking independence and self-employment. Lastly, it will be a part of the country's overall GDP, which will be quantified in actual dollars. It could raise tax revenue from sales taxes, business income taxes, and other essential state and federal taxes and levies, as well as broaden the tax base (Eze, 2018, Godson & Eze, 2024).

Digital marketing, which includes using the internet, social media, search engines, mobile devices, display advertising, and other channels to reach consumers, is one of the ways that scholars have identified to improve the overall performance and survival of businesses. As a result, the adage, "If an enterprise cannot be found on social media, it does not exist," seems to accurately reflect consumer behavior in the modern era. It should go without saying that brands need to leverage digital channels, and SMEs should be no exception if they want to survive and expand (Tsopatsa, 2020; Sunmola et al., 2021). Wilson and Makau (2017) opine that digital marketing as a company endeavor to use the Internet to communicate, educate, and advertise goods and services. Reaching as many current and future clients as you can online in the shortest amount of time is the aim of digital marketing.

The performance of small and medium-sized businesses in Nairobi was examined by Kithinji (2014), who discovered that digital marketing was unimpressive and that SMEs had both technological and financial obstacles when using online marketing. According to the report, social media and websites were the most often used e-marketing tactics. SMEs were able to expand into new areas and boost consumer loyalty while also increasing their market share, growth, and competitive edge. Similar to this, Achieng (2016) looked into how Kenyan SMEs use digital marketing to boost their competitiveness and discovered that they use it to expand their clientele, obtain a competitive edge, and plan their operations.

Additionally, Khaerani and Sudarmiatin (2022) studied how digital marketing is used and how it affects MSME sales. According to the findings, MSMEs use social media more than any other digital medium. Additionally, Venkat et al. (2022) evaluated how digital marketing strategies affected MSMEs' sales growth and sustainability and discovered that digital marketing significantly improved business outcomes including revenue growth and firm lifespan.

The foregoing extant literature tends to suggest that digital marketing positively affect small business performance and survival. However, most of the study focused on micro, small and medium enterprises, without any specific focus on nano enterprises, considering the contextual differences that exist between MSMEs and nano enterprises, it becomes difficulty to infer that since digital marketing positively influence MSMEs, it will also positively influence nano enterprise. The dearth of studies examining the link between digital marketing and nano enterprises survival from the perspective of Nigeria and the contextual differences between MSMEs and nano enterprise constitute a research gap. In addressing this research gap, this study examines the influence of digital marketing on nano enterprises survival, with focus on the following digital marketing tools: Social media marketing, content marketing and affiliate marketing.

In line with the research objectives, the following hypotheses will be tested:

$H_0$1::Social media marketing does not significantly influence Nano enterprise survival

$H_0$2: Content marketing does not significantly influences Nano enterprises survival.

$H_0$3::Affiliate marketing does not significantly affect Nano enterprise survival.

2. LITERATURE REVIEW

Digital Marketing

Using digital channels including the internet, mobile devices, social media platforms, search engines, and email to advertise and sell goods and services is known as digital marketing. Reaching and interacting with a target audience, building brand awareness, increasing website traffic, generating leads, and eventually turning those leads into customers are all accomplished through a variety of strategies and techniques.

To reach and interact with a target audience in the digital sphere, a variety of strategies and tactics are included in digital marketing. It is now a crucial part of contemporary marketing, helping companies to engage with clients, spur expansion, and accomplish their marketing objectives. Digital marketing has developed throughout the 1990s and 2000s, changing how companies and brands use the internet and technology to run their operations. In the 2000s and 2010s, digital marketing changed. Due to the fact that many consumers prefer to shop online rather than in person, digital marketing efforts are quickly growing in popularity and effectiveness as digital platforms are incorporated into marketing strategies more and more (Wu et al., 2024).

As technology develops, more people are using digital marketing strategies like e-mail direct marketing, display advertising, data-driven marketing, e-commerce marketing, influencer marketing, content marketing, campaign marketing, social media marketing, social media optimization, and search engine optimization. Wilson and Makau (2017) assasserts that digital marketing reduced obstacles to international entrance by giving companies access to new markets and expanding opportunities across national borders. Early adopters of digital marketing were able to retain and attract new customers by building trustworthy customer loyalty programs and gaining a competitive edge (Wilson & Makau, 2017).

Nano Enterprise

A nano enterprise refers to a very small business, often with a limited number of employees and minimal capital investment. These micro-businesses typically operate on a small scale, focusing on niche markets or specialized products and services. Here are some key characteristics of nano enterprises: Nano enterprises are characterized by their small size, often having just a handful of employees (1-3), including the owner or founder. These businesses generally operate with limited resources, both in terms of capital and human resources. They may not have access to the same level of funding or infrastructure as larger businesses. Niche Focus: Nano enterprises often carve out a niche for themselves, targeting specific customer segments or catering to specialized markets with unique products or services. Due to their small size, nano enterprises are often more agile and flexible in their operations, allowing them to adapt quickly to changing market conditions. Many nano enterprises operate at a local or regional level, serving the needs of their immediate community or a specific geographic area. Nano enterprises are typically driven by the entrepreneurial spirit of their founders, who are often directly involved in the day-to-day operations of the business.

The biggest advantage of MSMEs has been the decrease in poverty, however this is due to an unofficial and underappreciated group of companies called Nano firms that operate in the MSME or small business sector. "Solopreneurs" and home-based enterprises such as makeup artists, event coordinators, battery chargers, independent dispatch riders, vendors, call center agents, fashion designers, vulcanizers, dry cleaners, corner store owners, single retail marketers, repairers, painters, business center operators, and market women and men in various open markets are examples of these nano businesses.

Despite their important but unacknowledged function across the nation, they are unlikely to reach the lowest classification of micro-businesses set by the Small and Medium Enterprises Development Agency (SMEDAN). Because of this, they are nearly always unrecorded, and studies show that these unofficial business environments contribute significantly to the economy. This is mostly due to the economy's ongoing decline, which includes fewer official job openings and a substantial number of job losses brought on by the challenging economic climate.

.

The primary advantage of the Nano business is that it offers job opportunities that guarantee the operator a steady daily income. The country's governing class mostly ignores it, despite its support for independence, self-reliance, entrepreneurial skills, and poverty alleviation. Similarly, it has become typical to hear about conducting a side business among Nigeria's working class (Olubiyi, 2021; Eze et al., 2021). As side gigs, many are creating nanobusinesses to supplement their monthly pay income. This demonstrates how the formal working environment is evolving and the number of enterprises is increasing, making nanobusinesses a viable economic engine in Nigeria. Therefore, it is imperative that the government concentrate on this particular business class.

However, in its survey report, the government organization responsible for fostering the growth of Nigeria's MSME sector, the Small and Medium Enterprises Development Agency (SMEDAN), listed 41,469,947 micro-enterprises. The nation's significant informal Nano businesses, which are labor-intensive and present in the majority of households and neighborhoods, do not seem to be included in this statistic. Regulators in the nation undoubtedly consider nanobusinesses to be microbusinesses at the moment, but this is obviously not the case by definition or context. Simply put, they are different from micro-businesses in every way due to the size and scope of their operations. Additionally, numerous studies conducted in the nation over the years indicate that microbusinesses are more prevalent in the retail industry, and that women and young people are more likely to participate in this sector (Adeyeye *et* al., 2022; Olubiyi, 2021).

Underpinning Theory

The Innovation Diffusion Theory by Rogers (1962) served as the foundation for this study. The theory states that while companies and individuals do not accept innovations at the same rate, it is advantageous for individuals to adopt new technologies as soon as possible. The four main components of the idea are societal change, time, communication channels, and innovation. Adopters can be either individuals or companies, and innovations can include new concepts or technology. Numerous studies have explained ICT adoption and use using the IDT as a theoretical framework or in conjunction with other theories and models.

This theory's applicability to the independent variable (digital marketing) serves as reason for its adoption. According to the hypothesis, internet-based communication tools like email and search engines are crucial for businesses. According to Tsopatsa (2020), the theory demonstrates that an organization's full application and usage of digital marketing elements invariably occupies a crucial position.

3. METHODOLOGY

In this study, the survey research design was used. The design was suitable for the study as the study sought to evaluate the influence digital marketing on Nano Enterprise survival in Ogun State, Nigeria. Therefore, obtaining primary data from key participants becomes necessary. As such primary data will aid the attainment of the research objectives. This study focuses on all Nano Enterprises in Ogun State. Given the large number of nano businesses in Ogun State, the study

purposively selected 70 owners/managers of Nano businesses in Ogun State for the study. This was because of paucity of fund to reach more respondents. However, only 50 respondents returned the instrument.

The study employed both face and construct validity. The face and construct validity of the study's instrument was established by testing conducted by independent evaluators who had expertise in the fields of marketing and business administration. The test-retest approach was used to test the reliability of the research instrument, by delivering the study instrument to a chosen group of 30 respondents that are managers of nano enterprises in Ijebu-Ode, Ogun state, Nigeria, on two separate occasions at distinct points in time. The first and subsequent pilot study showed a positive correlation, resulting in a value of α= 0.77, 0.72, 0.90 and 0.86 for Social media marketing, content marketing, affiliate marketing and nano enterprises survival, respectively. Based on the findings of Pandey and Pandey (2021), it may be concluded that these results are deemed to be extremely acceptable. The study utilizes simple percentages and charts for the demographic data, while simple regression analysis was employed in testing the hypotheses.

Model Specification for Hypotheses 1

$SUR = f(SMM)$_____(i)

$SUR = \beta_0 + \beta_1 SMM + \mu_i \; ------(ii)$

Where:

SUR represents Survival

SMM represents Social media marketing

β_0 is the constant term

β_1 is the coefficient of the estimator.

$\beta_1 > 0$ __ ___ ___ ___ ___ ___ ___ ___ ___ ___ (iii)

μ is the error term

In apriori terms, it is expected that social media marketing will be positively related to nano enterprise survival in Ogun state; hence the parameter of Social media marketing should have a positive sign.

Model Specification for Hypotheses 2

$SUR = f(CM)$_____(i)

$SUR = \beta_0 + \beta_1 CM + \mu_i \; ------(ii)$

Where:

SUR represents Survival

CM represents Content marketing

β_0 is the constant term

β_1 is the coefficient of the estimator.

$\beta_1 > 0$ __ ___ ___ ___ ___ ___ ___ ___ ___ ___ (iii)
μ is the error term
In apriori terms, it is expected that content marketing will be positively related to nano enterprise survival in Ogun state; hence the parameter of content marketing should have a positive sign.

Model Specification for Hypotheses 3
$SUR = f(AM)$_____(i)
$SUR = \beta_0 + \beta_1 AM + \mu_i$ ------(ii)

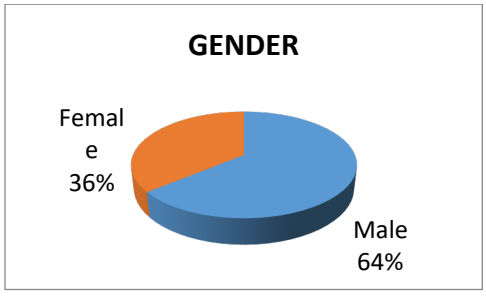
Where:
SUR represents Survival
AM represents Affiliate marketing
β_0 is the constant term
β_1 is the coefficient of the estimator.
$\beta_1 > 0$ __ ___ ___ ___ ___ ___ ___ ___ ___ ___ (iii)
μ is the error term
In apriori terms, it is expected that affiliate marketing will be positively related to nano enterprise survival in Ogun state; hence the parameter of affiliate marketing should have a positive sign.

4. FINDINGS AND DISCUSSION

This study sought to investigate the influence of digital marketing on nano enterprises survival in Ogun State, Nigeria. This section empirically analyse the data obtained from owners/managers of nano enterprisesin Ogun State, Nigeria. Therefore, this section of the research presents the results and the discussions. The results start with the demographic data of the respondents, which includes: The Age, gender and educational qualification. Thereafter, three hypotheses were tested and the results from the test of hypotheses were stated and discussed.

Analysis of Demographic Features of Respondents

Figure 4.1: Respondents' Gender

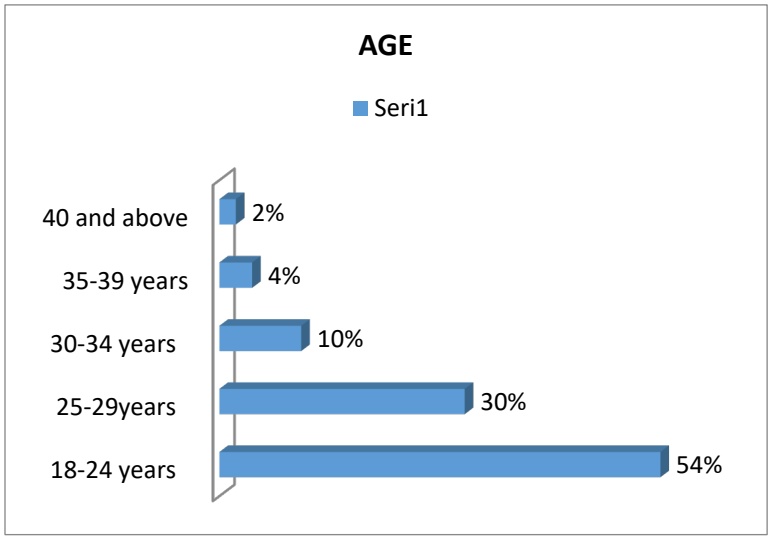


Source field survey – 2024

Figure 4.1 shows that 64% representing 32 respondents representing were Males while 36% respondents representing 18 respondents were Females. Majority of the participants in this study were male with 64% response rate.

Figure 4.2

Question 2: Age



Source field survey – 2024

For the age range, first category, which majority responded fell between is 18 to 24 (54%) and 25-29 (30%); followed by respondents between the age of 30-34 (10%), then age between 35-39 (4%), while the last range were between 40 and above (2%).

Hypotheses Testing

In this section, the three null hypotheses formulated for this study were tested using regression analysis.

Hypothesis one:

H_{01}:Social media marketing does not significantly influence Nano enterprise survival

To test this hypothesis, the data was subjected to regression analysis for possible contributions of each of the variables**.** The result of the analysis is presented in the Table 4.3.1

Table 4.3.1: The regression result for hypothesis 1 (Dependent Variable-Survival)

Variable(s)	Coefficient	T	P-Value
Constant	.444	6.197	.000
Social media marketing	.556	7.014	.000
F-Stat= 49.200(0.000)			R-Square= 0.506

Author`s Computation from SPSS 23
Source: Field Survey (2024)
SURV= 0.444 + 0.556SMM
(7.014)*

*Significant at 5% level
The result on Table 4.3.1 indicates that social media marketing has significant influence on nano enterprises survival in Ogun State, Nigeria.. The probability value (P-value <0.05), which is below the significant level at 5% (0.05), is used to derive this. This suggests that the alternative hypothesis should be accepted since it validates the proposition. It suggests that social media marketing significantly influence nano enterprises survival in Ogun State, Nigeria. Furthermore, the model's suitability for prediction and decision-making was demonstrated by the F-Statistics (49.200, P-value<0.05). The coefficient of determination suggests that 50.6% variation in nano enterprises survival is accounted for by social media marketing.

Hypothesis Two:
H_{02}: Content marketing does not significantly influences Nano enterprises survival.

Table 4.3.2: The regression result for hypothesis 2 (Dependent Variable-Survival**)**

Variable(s)	Coefficient	T	P-Value
Constant	.746	11.870	.000
Content marketing	.077	2.184	.034
F-Stat= 4.769 (0.034)			R-Square= 0.090

Author`s Computation from SPSS 23
Source: Field Survey (2024)
SURV= 0.746 + 0.077CM
(4.769)*

*Significant at 5% level

The result on Table 4.3.2 indicates that content marketing has significant influence on nano enterprises survival in Ogun State, Nigeria.. The probability value (P-value <0.05), which is below the significant level at 5% (0.05), is used to derive this. This suggests that the alternative hypothesis should be accepted since it validates the proposition. It suggests that content marketing significantly influence nano enterprises survival in Ogun State, Nigeria. Furthermore, the model's suitability for prediction and decision-making was demonstrated by the F-Statistics (4.769, P-value<0.05). The coefficient of determination suggests that 9% variation in nano enterprises survival is accounted for by content marketing.

Hypothesis Three:
$H_{0:3:}$ Affiliate marketing does not significantly affect Nano enterprise survival

Table 4.3.3: The regression result for hypothesis 2 (Dependent Variable-Survival**)**

Variable(s)	Coefficient	T	P-Value
Constant	3.644	27.131	.000
Affiliate marketing	.518	14.424	.000
F-Stat= 14.826(0.000)			R-Square= 0.544

Author`s Computation from SPSS 23
Source: Field Survey (2024)
SURV= 3.644 + 0.518AM
(14.769)*

*Significant at 5% level
The result on Table 4.3.3 indicates that affiliate marketing has significant effect on nano enterprises survival in Ogun State, Nigeria. The probability value (P-value <0.05), which is below the significant level at 5% (0.05), is used to derive this. This suggests that the alternative hypothesis should be accepted since it validates the proposition. It suggests that affiliate marketing significantly affects nano enterprises survival in Ogun State, Nigeria. Furthermore, the model's suitability for prediction and decision-making was demonstrated by the F-Statistics (14.826, P-value<0.05). The coefficient of determination suggests that 54% variation in nano enterprises survival is accounted for by affiliate marketing.

4.4 **Discussion of Findings**

This study evaluates the link between digital marketing and nano enterprises survival. The study employed three components of digital marketing, namely: social media marketing, content marketing and affiliate marketing. The study utilize regression analysis in attaining the three research objective. The findings from the first research objective reveal that social media marketing significantly influence the survival of nano enterprises in Nigeria. Similarly, the findings from the second research objective reveal that content marketing significantly affect the survival of nano enterprises in Nigeria. Furthermore, the findings from the third research objective reveal that affiliate marketing significantly influence the survival of nano enterprises in Nigeria. This is consistent with the study by Venkat *et al* (2022), who assessed the impact of digital marketing practices on sales growth and sustainability of MSMEs and found that digital marketing significantly impact small business sustainability and growth. Similarly, the study aligns with that of Eke (2022), who studied the influence of online marketing on marketing performance of small and medium scale businesses in Akwa Ibom State, Nigeria, and found that online marketing significantly affect the marketing performance of small businesses.

5. CONCLUSION AND RECOMMENDATION

This study evaluates the link between digital marketing and nano enterprises survival. The study employed three components of digital marketing, namely: social media marketing, content marketing and affiliate marketing. The study formulated three research hypotheses, in line with the research objectives. Regression analysis was employed in attaining the three research objective.

For the result from hypothesis (1), which states that the Social media marketing does not contribute to the survival of Nano Enterprise was rejected, while the alternative hypothesis was accepted. This implies that Social media marketing contribute to the survival of Nano Enterprise.

For hypothesis (2), Content marketing does not significantly influences Nano enterprises survival, was also rejected, while the alternative hypothesis, which states that Content marketing significantly influence Nano enterprises survival, is accepted. Lastly, the hypothesis (3), affiliate marketing does not significantly affect nano enterprise survival, was rejected, while the alternative hypothesis was accepted. This implies that affiliate marketing significantly affect nano enterprises survival.

Given the research findings, it can be concluded that digital marketing components (social media marketing, content marketing and affiliate marketing) are important determinants of nano enterprises survival.

In line with the research findings, the following recommendations are made:

1. Nano enterprises should employ social media marketing towards improving their survival
2. Nano enterprises should employ content marketing towards enhancing their survival
3. Nano enterprises should employ affiliate marketing towards improving their survival
4. The Government should create a secured digital environment, by tackling cyber crimes and criminalities.

Suggestions for further studies

Subsequent studies should be conducted to determine the impact of digital marketing on SME and entrepreneurship as a whole. Other scholars should consider utilizing others states and qualitative research approach can be employed through key participants interview, which tends to yield more information.

REFERENCES

Achieng, B. (2016). How SMEs are using online marketing to improve their competitiveness in Kenya: A case study of Tembea East Africa Safaris. Phd (ed) dissertation, United States International University-Africa, 97p

Adeyeye, O., Eze, B., Tomomewo, A. & Gabriel, O. (2022). Effect of internet of things (IOT) on SMEs operations planning in Lagos, Nigeria. *Christopher University Journal of Management and Social Sciences,* 2(3)

Ebegbetale, C. I., Sulaimon, A. H. A., & Ifere, S. E. (2024). Impact of causation and effectuation on competitiveness among nano businesses in Nigeria. *Management and Economics Review*, *9*(1), 91-103.

Eke, C. U. (2022). The influence of online marketing on marketing performance of small and medium scale businesses in Akwa Ibom State *Nigeria. International Journal of Multidisciplinary Research and Analysis*, *5*(01), 118-127.

Eze, B.U. (2018). Corporate entrepreneurship and manufacturing firms' performance. *Emerging Market Journal,* 8 (1), 12-17.
https://doi.org/10.5195/emaj.2018.146http://emaj.pitt.edu/ojs/emaj/article/view/146

Eze, B. U., Agbi, B. D., & Adenuga, A. O. (2021). COVID-19 pandemic: A qualitative evaluation of MSMEs survival strategies in Nigeria. *Harvard Deusto Business Research,* 10(2), 382-396.https://doi.org/10.48132/hdbr.331.

Godson, O.C., & Eze, B. U. (2024). Fostering Ethical Entrepreneurship and Customer Trust: The Ladipo International Auto Market Perspective. *International Journal for Novel Research in Economics , Finance and Management*, 2(1), 9-17

Khaerani, S. N., & Sudarmiatin, S. (2022). The Use of Digital Marketing and Its Impact on Increasing MSME Sales. *Interdisciplinary Social Studies*, *1*(8).

Kithinji L. (2014). Internet Marketing and Performance of Small and Medium Scale Enterprises in Nairobi. M.Sc (Ed) dissertation, University of Nairobi, Kenya.

Olubiyi, T. (2021) Nano businesses: A hidden dimension of msmes 14 January 2021
https://guardian.ng/opinion/nano-businesses-a-hidden-dimension-of-msmes/

Sunmola, B.R., Gabriel, O.E., Eze, B.U., &Eze, S.N. (2021). An investigation into the effect of brand communication in building customers trust: Evidence from the Nigerian cement industry. *Christopher University Journal of Management and Social Sciences, 1*(1), 138-145.

Tsopatsa, B. (2020). Digital marketing impact on the growth of small and medium size enterprises in cameroon case study Jumia . Unpublished Doctoral Thesis. Centria University of Applied Sciences.

Wilson, V & Makau, C (2017) Online marketing use: small and medium enterprises (SMEs) experience from Kenya. ORSEA Journal, 7 (2), 63-77

Wu, C. W., Botella-Carrubi, D., & Blanco-González-Tejero, C. (2024). The empirical study of digital marketing strategy and performance in small and medium-sized enterprises (SMEs). *Technological Forecasting and Social Change*, *200*, 123142.

Venkat, M. N., Pathivada, M. D., Chinni, M. B., Prasad, A. S., Rao, M. I. P., & Palla, M. R. (2022). Impact of digital marketing practices on sales growth and sustainability Of MSMEs. *Journal of Pharmaceutical Negative Results*, 3571-3578.

Digital Citizenship and Disinformation: The Role of Educational Technology in Strengthening Democracy in Indonesia

Rizki Amalia Yanuartha, Putri Hergianasari
Universitas Kristen Satya Wacana

Abstract

The proliferation of disinformation in the digital era has emerged as a significant threat to democratic governance worldwide, particularly in emerging democracies such as Indonesia. The 2024 general election revealed the extent to which misinformation and political hoaxes undermine informed public deliberation and weaken institutional accountability. In response, the concept of digital citizenship has gained prominence as a normative framework for equipping citizens with the competencies required to critically evaluate online information, engage ethically in digital spaces, and participate constructively in democratic life. This study examines the role of educational technology (EdTech) in fostering digital citizenship as a means of mitigating disinformation and strengthening democracy in Indonesia. Employing a qualitative research design, the study draws on documentary analysis of international reports, national policy documents, and academic literature, combined with thematic synthesis to identify recurring patterns and gaps. The findings indicate that while Indonesia has initiated various digital literacy programs through state-led initiatives and EdTech platforms, their integration into civic education remains limited and uneven. Moreover, structural challenges such as the digital divide and the dual role of social media as both a site of civic engagement and a channel of misinformation, complicate the transformative potential of EdTech. The article argues that educational technology, when strategically integrated into civic education and supported by multi-stakeholder collaboration, can serve as a catalyst for cultivating digital citizenship and, consequently, enhancing democratic resilience. The study contributes conceptually by situating EdTech not only as a pedagogical innovation but also as an instrument of democratic consolidation in the Indonesian context.

Keywords: digital citizenship, disinformation, educational technology, democracy, Indonesia

INTRODUCTION

The advancement of information and communication technology has introduced new dynamics into contemporary political landscapes (Pugu et al., 2024). On the one hand, digitalization has expanded the scope of political participation, enabling direct interaction between citizens and democratic institutions (Shin et al., 2024). One the other hand, the digital sphere has also generated serious challenges in the form of disinformation, which in the past decade has become a transnational threat to democratic governance (Tenove, 2020). Disinformation not only disrupts the flow of public information but also diminishes the quality of political deliberation (McKay & Tenove, 2021), weakens citizens capacity to make rational decisions and ultimately trust in democratic institutions. In Indonesia, the impact of disinformation is even more complex (Kwanda & Lin, 2020). Limited digital literacy, infrastructural inequalities, and the widespread penetration of social media have made citizens increasingly vulnerable to information manipulation (Hafel, 2023). The 2024 general election vividly illustrates how political hoaxes and

misinformation circulated massively across various digital platforms, shaping public perceptions, deepening social polarization, and creating informational biases that undermine the functioning of a healthy democracy (Subekti et al., 2025). This phenomenon underscores that Indonesian democracy is confronted not only with institutional challenges but also with epistemic challenges rooted in the digital information ecology (Kristiyanto et al., 2023).

Addressing the problem of disinformation requires a normative framework capable of strengthening citizens capacity to navigate the complexities of the digital sphere (Rod et al., 2025). The concepts of digital citizenship offer such as framework. Digital citizenship is not merely the technical ability to use digital devices but entails a set of critical, ethical, and participatory competencies that enable individuals to carefully evaluate information, interact responsibly in online spaces, and contribute constructively to democratic life (Simsek et al., 2013). In other words, digital citizenship emphasizes the transformation of citizens from passive consumers of information into active agents who can safeguard democratic integrity amid the flood of digital content (Widiasari & Thalib, 2022). Within this framework, educational technology (EdTech) occupies a strategic position. EdTech not only provides pedagogical innovation in learning processes but also holds the potential to serve as an instrument for democratic strengthening (Budirahayu & Saud, 2023). Through digital platforms, interactive curricula, and digital literacy modules, EdTech can broaden access to knowledge, foster critical thinking skills, and encourage citizens engagement in more meaningful public discourse (Muawanah et al., 2024). However, this transformative role does not occur automatically, it requires systematic integration into civic education and sustained support through multi stakeholder collaboration involving the state, civil society, academia, and the private sector.

This article aims to examine the role of EdTech in fostering digital citizenship as a strategy to mitigate disinformation and as an instrument for strengthening democracy in Indonesia. Employing a qualitative approach through the analysis of policy documents, international reports, and academic literature, the study seeks to identify achievements, limitations, and structural challenges in the implementation of digital literacy programs. The conceptual contribution of this article lies in positioning EdTech not merely as a pedagogical innovation but as an instrument of democratic consolidation, particularly in the context of partially consolidated democracy.

CONCEPTUAL FRAMEWORK

The conceptual framework developed here brings together three bodies of literature that are mutually constitutive for understanding how educational technology can be mobilized to strengthen democratic resilience in the face of digitally mediated disinformation: (1) theoretical and policy formulations of digital citizenship, which specify the dispositions, literacies and normative principles that citizens must possess to participate responsibly in a digital polity, (2) empirical; and theoretical research on disinformation and democracy, which clarifies the mechanisms through which false, misleading, and manipulative information disrupts public deliberation and institutional accountability, and (3) scholarship on educational technology (EdTech), which examines both the pedagogical affordances of digital tools and the socio-political conditions under which those tools can harnessed as instruments of civic formation and democratic consolidation. The conceptual framework does not treat these three domains as independent, rather, it frames EdTech as a mediating set of practices and artifacts that can cultivate the competencies associated with digital citizenship and thereby weakening the harms of information

disorder provided that systemic constraints such as the digital divide and platform governance are explicitly addressed.

Digital Citizenship: definition, principles, and competencies

Contemporary scholarship and policy frameworks treat digital citizenship as a multidimensional construct that extends classical notions of citizenship into the digitally mediated public sphere (Bozilovic & Pavlovic, 2021). Early conceptualizations emphasized access and participation (the "digital divide" paradigm), but more recent treatments broaden the concept to encompass normative, cognitive, and behavioural dimensions right and responsibilities online, ethical conduct and respect for others, critical assessment of information and sources and capacities for meaningful participation in networked public life (Mothafar et al., 2024). In its most prominent policies from, digital citizenship therefore synthesizes there registers the normative (what citizens should to do online), the capacitary (what citizens are able to do), and the pedagogical (how these capacities are cultivated through formal and informal education (what citizens are able to do), and the pedagogical (how these capacities are cultivated through formal and informal education) (Kahne et al., 2016). This tripartite understanding has been articulated across both practitioner frameworks (e.g., ISTE/Ribble's Nine Elements) and supra-national competence models (e.g., the European Commission's DigComp and UNESCO's Global Framework on Digital Literacy) (Law et al., 2018). These frameworks converge on the claim that citizenship is not reducible to technical skill alone, it incorporates information and media literacy, ethical awareness, privacy and safety practices, communicative competence, and problem-solving dispositions oriented toward democratic engagement.

From a theoretical perspective within political sociology and media studies, digital citizenship is best read as a set of civic capabilities and orientations that make democratic participation meaningful in contexts where political discourse and civic mobilization are heavily mediated by platforms and algorithms (Vuorika et al., 2016). Karen Mossberger and colleagues (2021), for instance foreground how internet use intersects with economic opportunity, civic participation, and inclusion, subsequent authors have emphasized that the capacity to deliberate critically and to verify information claims is foundational to the exercise of citizenship in digital public spheres (Mossberger & Tolbert, 2021). Such a normative expansion aligns with deliberative democratic theory, if deliberation presupposes informed agents capable of critical reflection and mutual justification, then digital citizenship becomes a necessary precondition for the epistemic quality of public reason in networked environments (Smith, 2019). This theoretical move reframes the problem of disinformation not simply as a technical or regulatory challenge but as a deficit of civic competence an insight that reorients policy responses toward education, civic formation, and infrastructural reform (Benjamin, 2022).

Operationalizing what digital citizenship requires therefore demands attention to definitional specificity. Frameworks such as DigComp disaggregate digital competence into domains information and data literacy, communication and collaboration, digital content creation, safety, and problem solving, each with measurable knowledge, skill, and attitudinal descriptors and multiple proficiency levels (Misheva, 2021). The DigComp taxonomy is particularly useful for academic analysis because it connects discrete competencies (e.g., the ability to evaluate sources, to apply privacy settings, to create content responsibly) to learning outcomes and assessment frameworks (Abubakari et al., 2025; Wu, 2024). Complementary practitioner

taxonomies such as Ribble's Nine elements add pedagogical plausibility by specifying classroom level themes (digital etiquette, digital rights and responsibilities, digital literacy) that can be integrated into civic education curricula (Zhong & Zheng, 2023).

The competencies implied digital citizenship can be categorized broadly into epistemic, ethical, and participatory cluster. The epistemic cluster includes information and media literacy: the ability to access, evaluate, cross-check, and synthesize information from heterogeneous sources, and the metacognitive disposition to question one's information priors (Salleh et al., 2023). The ethical cluster comprises norms of respectful communication, recognition of privacy and data rights, and the moral imagination necessary to anticipate the consequences of online conduct for social cohesion (Díaz-Rodríguez et al., 2023). The participatory cluster captures skills and dispositions for civic engagement: collaborative, problem solving, constructive deliberation, issue advocacy, and skills in digital content creation that can amplify marginalized voices without reproducing manipulative practices (Kahne et al., 2016). These clusters are interdependent, evaluative faculties (epistemic) without ethical restraint can enable manipulation, while commitment to norms (ethical) without evaluative skill cannot prevent the spread of falsehood (Turner, 2024). Thos digital citizenship visualizes a holistic competence set that is both cognitive and normative learnable through structures curricular interventions, informal; civic learning, and mediated public practices (Webster, 2025).

Scholarly research emphasizes that digital citizenship is both social and structural. Levels of competence are mediated by socioeconomic status, educational attainment, language practices, and infrastructure factors that interact with ethnolinguistic and political cleavages to produce differential susceptibility to disinformation (Aguilar et al., 2024). Consequently, any theoretically coherent account of digital citizenship must include questions of equity: whose capacities are strengthened, through what modalities, and what are the implications for representational parity in public debate? This equity lens is crucial when translating this concept into policy in emerging democracies, where unequal access and structural educational inequalities can exacerbate the risk that poorly designed EdTech interventions could reproduce existing disparities, rather than correct them.

Disinformation and Democracy: Impact on Deliberation and Accountability; the Dual Role of Social Media

The literature on disinformation is now extensive and methodologically pluralistic, combining computational analysis of diffusion dynamics with experimental approaches that assess cognitive and attitudinal consequences. Wardle and Derakhshan's influential taxonomy distinguishes between misinformation (false information shared without the intent to harm), disinformation (false information created and shared with the deliberate intent to deceive), and misinformation (truthful information used maliciously) (Wardle & Derakhshan, 2017). This taxonomy is analytically useful because it highlights that the phenomenon commonly referred to as "fake news" comprises heterogeneous processes that require different responses: editorial corrections and fact-checking can mitigate misinformation, but highly organized disinformation campaigns involve networks of actors, incentives, and platform dynamics that resist simple correction. The Council of Europe report also underscores that information chaos is not just a technical problem of false statements, but also an ecological problem arising from platform

architecture, engagement-oriented business models, and political incentives that weaponize polarity (Wardle & Derakhshan, 2017).

Empirically, leading studies have clarified two characteristics of digitally mediated fake news that are particularly prominent for democratic politics. First, fake news spreads further, faster, and more widely than true news on social platforms an effect documented in large-scale, cross-temporal analyses of Twitter cascades (Bhardwaj et al., 2024). Vosoughi, Roy, and Aral's analysis of verified true and false news (2006–2017) shows that fake news reaches more people, spreads faster, and generates deeper distribution trees; importantly, human behaviour rather than automated bots explains most of these differences, as novelty and emotional valence make fabricated content highly shareable (Vosoughi et al., 2018). Second, an interdisciplinary synthesis argues that the social impact of fake news is systemic: beyond changing individual beliefs, disinformation can alter agenda-setting, polarize the public, undermine trust in traditional information authorities, and create information fragmentation that undermines collective problem recognition and policy responsiveness (Broda & Strömbäck, 2024). The dangers of disinformation are not limited to isolated belief updates, but also include the erosion of the epistemic commons that underpin democratic deliberation (Ware, 2024).

From the perspective of democratic theory, the consequences of rampant disinformation are twofold. On the deliberative side, a public sphere filled with contested facts and manipulated narratives cannot sustain reason-based exchange; deliberative quality declines when participants operate from differing epistemic premises or when truth claims become partisan markers rather than shared reference points (Radnitz, 2025). If factual anchors are unstable, public monitoring of policy performance and institutional integrity becomes less effective (Dubnick & Frederickson, 2011). On the accountability side, disinformation can directly undermine institutional oversight by obscuring evidence of wrongdoing, reinforcing cynical narratives about all institutions (thus creating widespread distrust), or isolating bad actors behind echo chambers that mobilize partisan advocacy (Bateman & Jackson, 2024). Empirical studies demonstrate a correlation between exposure to a low-quality information ecosystem and declining trust in mainstream media and public institutions (Fletcher et al., 2025). The normative implications are troubling, democracy requires a certain amount of shared factuality to enable meaningful corrective action and accountability. At the platform level, social media plays a dual role, serving as both a platform for citizen engagement and a fertile channel for the spread of misinformation (Tomassi et al., 2024). Platform advantages rapid sharing, low publishing costs, algorithmic ranking, and network amplification enable grassroots mobilization, the rapid dissemination of public information, and the formation of cross-sector networks that can amplify citizen voice and participation (Li et al., 2024). Yochai Benkler's account of the networked public sphere highlights the democratic potential of distributed information production; platform-based participation, in principle, can diversify input into the public agenda and empower previously marginalized voices (Benkler, 2006).

However, these same advantages, when combined with business models that prioritize engagement over truth, can create incentives for sensational or false content to achieve wider reach. Furthermore, algorithmic personalization fragments audiences into zones of selective exposure, enabling the formation of echo chambers where corrective signals are muted and confirmation biases amplified (Serttaş et al., 2025). The result is a political ecology in which media

simultaneously reinforces emancipatory and corrosive dynamics. Scholarly debate continues regarding the magnitude of the electoral and behavioural impact of disinformation; Some large-scale observational and experimental studies have found limited downstream impacts on voting behaviour, while others have documented significant impacts on trust and belief formation (Rhodes, 2024). Importantly for the design of normative interventions, the heterogeneity of impacts implies that solutions cannot rely on a single modality (e.g., deplatforming or fact-checking alone). Instead, evidence suggests a layered approach: (a) technological interventions and governance reforms that alter the incentives for dissemination; (b) fact-checking and editorial corrections that target specific false claims; and (c) long-term investments in civic and media education that enhance citizens' capacity to evaluate and counter manipulative content. This final element education and competency development is the intersection of the notion of digital citizenship with EdTech as a potential driver of democratic resilience (Catalán Matamoros, 2023).

Educational Technology (EdTech): Pedagogical Innovation and Instrumentation for Democratic Consolidation

EdTech refers to the range of digital tools, platforms, curriculum designs, and analytical practices that mediate teaching and learning (Haleem et al., 2022). At the classroom and institutional levels, EdTech encompasses learning management systems, interactive multimedia, adaptive learning algorithms, gamification modules, mobile learning apps, and teacher support systems (Rabb et al., 2023). Pedagogically, the literature demonstrates several potential strengths of well-designed EdTech interventions. They can personalize instruction to learners' needs, increase engagement through interactivity, support complex cognitive tasks, and provide immediate formative feedback (du Plooy et al., 2024). Its capabilities particularly useful for developing cognitive competencies related to digital citizenship (critical evaluation, information synthesis, and digital content creation). However, critical scholars caution against technological optimism. Neil Selwyn and others remind us that technology is not a neutral learning enhancer; its impact is mediated by institutional choices, commercial incentives, teacher capacity, and socioeconomic inequalities (Selwyn et al., 2023). EdTech can reproduce privileged dynamics (for example, by benefiting learners with better connectivity and support at home) and can inadvertently shift attention away from civic goals and toward marketed metrics (engagement analytics that emphasize time on assignments over the quality of deliberation) (Warren & Beck, 2023). Therefore, from a policy perspective, EdTech must be evaluated not only on its technical capabilities but also on its integration into the curriculum, teacher professional development, assessment paradigms, and governance frameworks that collectively shape learning goals. This critical stance is crucial to democratic goals (Singh & Goyal, 2024). If EdTech interventions are implemented without attention to design and equity, they risk exacerbating information inequalities and failing to foster the civic values necessary for robust public deliberation.

When asked to consider EdTech's potential contribution to democratic consolidation, defined here as the process by which democratic norms, institutions, and political contestation become enduring and acceptably legitimate (Nichols & Dixon-Román, 2024). The existing literature offers both theoretical rationale and emerging empirical support. Theoretically, EdTech can enable measurable civics education by providing interactive modules on media literacy, by facilitating simulation-based learning that exposes learners to argumentative roles, by conducting deliberative exercises in a secure online environment, and by enabling access to diverse sources of information for critical comparison (Persichitte et al., 2016). In this way, EdTech can embody

the competencies outlined in DigComp (information literacy, content creation, security, problem-solving) in a meaningful civics' curriculum. Empirically, interventions that combine multimedia instruction, explicit instruction on misinformation heuristics, and active learning activities (e.g., fact-checking labs, role-playing, collaborative investigations) have shown promise in improving students' abilities to detect misleading content and engage in evidence-based argumentation though many evaluations are context-bound and vary in their methodological rigor. The emerging conclusion is one of cautious optimism EdTech, if carefully designed and institutionally supported, can accelerate the development of democratic competencies at scale (Vuorikari et al., 2022).

Crucially, EdTech's democratic instrumentality relies on systemic complementarity. First, curriculum integration is necessary digital citizenship content should be embedded within civic education and across subject areas, rather than treated as an ad-hoc add-on. Second, teacher capacity building is crucial: teachers must be prepared to mediate digital literacy exercises, model ethical behaviour, and orchestrate deliberative learning experiences. Third, infrastructural equity is crucial: disparities in access to hardware, connectivity, and language-appropriate content limit reach and can reproduce elite advantages (Agus et al., 2025). Platform governance and community norms shape the external environment in which digitally schooled citizens exercise their competence; if platform incentives continue to reward sensationalist falsehoods, then individual competence alone will not be enough to prevent the spread and political consequences of disinformation. This multi-level view underscores that EdTech is a necessary but not sufficient condition for democratic resilience. It must operate within a coordinated policy ecosystem that encompasses platform regulation, media pluralism, and social support for lifelong learning. The literature also points to constructivist and participatory pedagogies as particularly apt for digital citizenship: project-based assignments that require students to investigate contested claims, produce evidence-based outputs, and reflect on the rhetorical and ethical dimensions of online persuasion can simultaneously develop procedural knowledge and civic dispositions (Flore et al., 2019). Laurillard's design science perspective advocates the development of an iterative pedagogical pattern: teachers and designers co-construct assignments, evaluate outcomes, and refine tools. When this process is prioritized, EdTech can move beyond superficial engagement to foster deeper epistemic habits, scepticism calibrated with methods of verification, an appreciation for plural sources, and an ethic of public responsibility in digital expression. These habits are precisely what sustain deliberative capacity in democratic societies faced with persistent information clutter (Laurillard, 2012).

Digital Citizenship as Epistemic Resilience

Most discussions of digital citizenship emphasize technical competencies such as the ability to navigate platforms, verify information, and engage responsibly online. While these skills remain crucial, they do not fully capture the democratic stakes of living in an environment saturated with disinformation. In this article, digital citizenship is conceptualized more expansively as a form of epistemic resilience: the collective capacity to resist manipulation, maintain trust in credible knowledge sources, and uphold deliberative norms even under conditions of uncertainty. This shift in emphasis distinguishes the argument from previous analyses that understood resilience primarily in organizational terms, such as the ability of protest movements to withstand repression and co-optation (Arkorful et al., 2024). By contrast, epistemic resilience highlights the everyday practices of citizens as they confront misinformation, evaluate competing claims, and develop shared standards of truth. Rather than treating literacy as an individual skill set, it

foregrounds the social and political dimensions of knowledge production, how communities build and defend a common epistemic ground that sustains democratic life. Educational technology (EdTech) plays a central role in this reconceptualization. Platforms used in schools and universities, from digital classrooms to fact-checking modules, are not only tools for instruction but also arenas where epistemic norms are cultivated. When integrated thoughtfully into curricula, EdTech can foster habits of verification, critical discussion, and collaborative knowledge-making. In this sense, digital citizenship becomes inseparable from epistemic resilience: both are necessary to equip societies to withstand the destabilizing effects of disinformation and to anchor democratic participation in credible and shared understandings of reality (Gillespie et al., 2024).

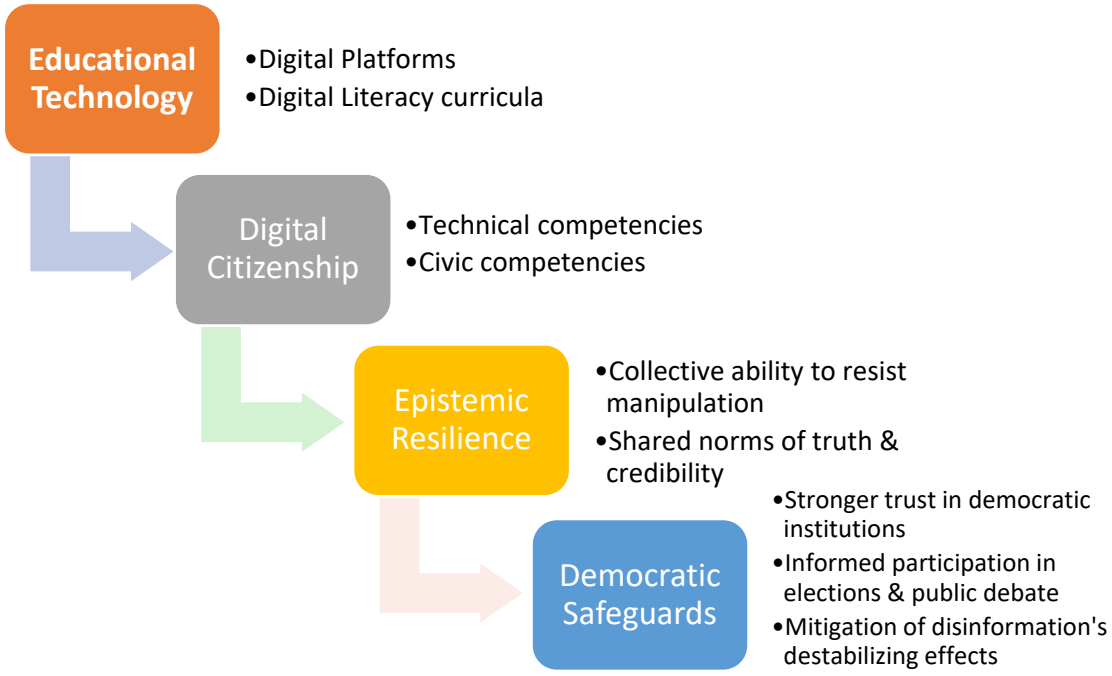


Fig.1. Conceptual framework of the article: how EdTech fosters digital citizenship, which in turn builds epistemic resilience and strengthens democratic safeguards in Indonesia.
Source: It was created by the author

Finally, it is important to recognize limitations and trade-offs. The literature highlights several cautionary mechanisms: algorithmic opacity in learning analytics; the commercialization of educational attention; the cultural mismatch between imported digital citizenship curricula and local civic idioms; and the risk that superficial "digital literacy" training (e.g., click-through modules) produces cosmetic skills without deeper epistemic change. In contexts like emerging democracies, where political stakes are high and institutional capacity for curriculum reform is limited, these trade-offs are not trivial. To be effective in strengthening democracy, EdTech initiatives must be politically and culturally sensitive, co-designed with educators and civil society, and accompanied by long-term investments in teacher education and infrastructure. Only by aligning pedagogical design, institutional support, and normative commitment can EdTech fulfil its potential as an instrument for democratic consolidation, rather than another driver of information inequality (Tyolani & Lecturer, 2024).

RESEARCH METHODOLOGY

This study adopts a qualitative research design, which is considered appropriate for exploring complex social and political phenomena such as disinformation, digital citizenship, and democratic participation (Miles, Matthew B, Huberman, 1994). A qualitative approach allows for a deeper understanding of discursive, institutional, and policy dynamics that cannot be fully captured through quantitative measures alone. This research relies on three main categories of documentary data. First, international reports from organizations such as UNESCO, the OECD, and global NGOs provide comparative perspectives on digital literacy, media freedom, and democratic governance. Second, national policy documents, including initiatives and regulations issued by the Indonesian government, particularly the Ministry of Education and Culture, provide insights into state-led efforts to address disinformation and promote digital citizenship. Third, academic literature consisting of peer-reviewed journal articles, books, and policy analyses helps situate the Indonesian case within broader theoretical and empirical debates on educational technology and democracy. For this analysis, two complementary methods were used. Documentary analysis was used to systematically review and interpret official documents, policies, and reports, identifying relevant initiatives and discourses surrounding digital literacy, EdTech, and democratic resilience in Indonesia. This was followed by thematic synthesis, which identified recurring patterns, cross-cutting themes, and gaps across data sources. By combining these methods, this study develops a conceptual understanding of how educational technology can be strategically integrated to foster digital citizenship and mitigate the spread of disinformation.

As part of its contribution, this study does not limit itself to examining Indonesian cases alone. While the primary focus remains on Indonesia's digital literacy and EdTech initiatives, the analysis also incorporates a brief comparative lens. Specifically, selected programs from Malaysia and the Philippines are considered to highlight regional contrasts in how EdTech has been mobilized to support democratic resilience. This comparative angle is not designed as a full cross-country study, but rather as a contextual supplement that sharpens the Indonesian findings. By situating Indonesia's initiatives alongside those of its neighbours, the article underscores the distinct strategies, institutional choices, and challenges that shape the trajectory of digital citizenship across Southeast Asia. To ensure validity, this study employed triangulation by cross-checking findings from various international, national, and academic sources. Transparency in data selection and coding was maintained to enhance the rigor of the analysis. However, several methodological limitations should be acknowledged. The reliance on secondary data limits the ability to capture citizens lived practices and experiences directly. Furthermore, government and institutional documents may reflect official narratives, thus underrepresenting grassroots initiatives or alternative perspectives. Finally, as a qualitative study, these findings are interpretative rather than generalizable; however, they provide valuable conceptual insights into the role of EdTech in strengthening democratic resilience in Indonesia (B. Miles & Huberman, 1994).

In sum, the methodological design of this article departs from earlier work that cantered primarily on protest politics and organizational resilience. By shifting the unit of analysis toward educational technology and digital literacy initiatives, and by embedding a comparative perspective with selected Southeast Asian cases, the study introduces a renewed analytical angle. This approach allows the Indonesian case to be situated within broader regional debates, while still

preserving the depth of thematic analysis required to capture the specific institutional and civic dynamics at play.

FINDINGS AND ANALYSIS

This section summarizes documentary evidence and thematic patterns from international reports, national policy documents, and academic literature to examine how digital literacy initiatives and EdTech platforms in Indonesia have sought to foster digital citizenship, what structural barriers limit their impact, and where the greatest potential for democracy strengthening lies. Two key facts frame this analysis: Indonesia's large and rapidly growing online population, estimated at around 185.3 million internet users (approximately 66.5% penetration by early 2024) creates a demand for digital literacy and the scale of the threat posed by disinformation; and analysis of the 2024 general election demonstrates how social media and messaging platforms have become key vectors of political misinformation, influencing public perceptions and deliberations in ways that require urgent educational and policy responses (Tewu et al., 2025).

Digital Literacy Initiatives in Indonesia

Across government, private EdTech companies, and civil society actors, Indonesia has established an impressive portfolio of programs designed to expand basic digital skills, raise awareness of online dangers, and encourage safer and more productive digital behaviors (Bodrogini et al., 2021). The national public face of this effort is the National Digital Literacy Movement (GNLD) led by the Ministry of Communication and Informatics (Kominfo) popularly implemented through the *Siberkreasi* network and its "*Makin Cakap Digital*" public resource, which offers curricula, webinars, and media campaigns aimed at reaching a wide swath of the population. Official milestones and parliamentary reports highlight the program's ambition: the GNLD/Siberkreasi activation strategy commits to pillars such as awareness-raising, community empowerment, research and development, and capacity building, with public communications confirming its substantial outreach targets (official materials have noted milestones of tens of millions of participants between 2020 and 2024). This state-led effort has been useful in normalizing digital literacy goals and in providing an organizing framework for various partner institutions. Alongside the government program, Indonesian EdTech companies have implemented targeted campaigns and curriculum modules that explicitly address media literacy, ethical content production, and safe online behavior. Large private providers like Ruangguru have run digital literacy and election literacy campaigns (including partnerships with corporate sponsors and foundations to reach tens of thousands of students across multiple provinces), while established educational platforms like Zenius and Rumah Belajar (a national LMS developed by the Ministry of Education and Culture) have provided teachers with reusable content and resources for media literacy and citizenship. These private and public offerings create multiple points of intervention from ready-to-use lesson plans in Rumah Belajar (a long-standing national LMS) to extracurricular modules in Ruangguru's community program that collectively enhance the pathways for learners to acquire critical evaluation skills (Yuliantini & Suswanta, 2024).

Empirical assessments and program reviews show a mixed track record of achievement. The proliferation of short courses, public webinars, and mass awareness campaigns has successfully placed media literacy on the national agenda and provided measurable contact with

millions of Indonesians. UNICEF and other international observers have documented increased innovation in digital content delivery and the increased availability of teacher-facing resources since the COVID-19 pandemic, and specific company-led initiatives have reached large groups of students and teachers in geographically diverse provinces (Suwana, 2021). But, several systematic limitations limit the capacity of these initiatives to translate into sustainable, citizenship-oriented competencies. Digital literacy content is often produced as stand-alone modules (awareness campaigns, short webinars, or "literacy packages") rather than coherently integrated into civic education syllabi or teacher professional development pathways. If programs are one-off or promotional rather than pedagogically embedded, knowledge gains cannot reliably be translated into sustainable practices (e.g., regular source checking, reasoned online deliberation, or citizenship reporting). Evidence also points to gaps in teacher capacity and curriculum alignment. Even in places like Rumah Belajar and similar platforms that offer materials that can be used to teach digital citizenship, teachers many of whom were rapidly upskilled for remote teaching during the pandemic still report uneven confidence and limited time to integrate digital literacy objectives into a dense curriculum. Program evaluations emphasize that sustainable transformation requires not only content but also ongoing teacher professional development, assessment tools that measure civic competence (not just factual recall), and incentives for schools to prioritize deliberative and ethical use of digital media. In short, Indonesia's digital literacy ecosystem has broad reach but uneven pedagogical depth. Many citizens have been exposed to literacy messages, fewer teachers and schools have institutionalized those messages into civic education practices that shape democratic habits (Suwana, 2021).

A final observation regarding achievements and limitations concerns measurement and accountability. Public claims about reach (e.g., the number of participants in national campaigns) have helped justify continued investment and signal political commitment. However, independent evaluations tracking changes in critical literacy behavior across representative samples remain limited. Without robust monitoring (pre/post-tests, longitudinal studies, or nationally representative surveys of online civic behavior), it is difficult to assess whether program exposure reduces vulnerability to false claims or increases constructive participation in democratic debate. Therefore, several recent academic and policy reviews have called for the integration of impact evaluation frameworks into national digital literacy programs so that interventions can be iteratively scaled and prioritized (Lorenz-Spreen et al., 2023).

From Protest Politics to Digital Education: Shifting Arenas of Democratic Resilience

In earlier work, resilience was conceptualized primarily through the lens of contentious politics. How student movements, labour unions, and civil society organizations withstood repression, co-optation, and disinformation in moments of protest. That framing captured the immediate dynamics of mobilization but left less space for examining how resilience might be cultivated in everyday, institutional settings. This article proposes a different vantage point. Here, the arena of democratic resilience is no longer the street protest or the activist network, but the classroom, the curriculum, and the EdTech platforms through which citizens acquire habits of critical engagement. Digital literacy modules embedded in the *Merdeka Belajar* curriculum, university-led fact-checking courses, and partnerships with private EdTech companies such as *Ruangguru* or Zenius illustrate how education has become a frontline in the struggle against disinformation. In this sense, resilience is not only reactive, as in protests resisting repression, but

also anticipatory, built gradually through pedagogical design and digital learning environments (Pantazi et al., 2021).

International experience reinforces this perspective. In Europe, for example, several countries have integrated fact-checking exercises directly into secondary school curricula, training students to identify manipulative content before they become active voters. UNESCO's Global Media and Information Literacy framework offers another best practice, encouraging states to develop holistic programs that combine technical skills with civic values. These global cases underscore that resilience in the digital age must be understood as epistemic as well as organizational, cultivated through long-term educational infrastructures rather than solely through contentious mobilization. By contrasting these approaches with the Indonesian experience, the article highlights a crucial novelty, the shift from protest-based resilience to education-based resilience. This reframing situates EdTech not merely as a technical tool but as a democratic instrument, capable of shaping the epistemic ground upon which democratic debate and participation rest (Feyzi Behnagh & Yasrebi, 2020).

Structural Challenges

Two interrelated structural challenges, the digital divide and the ambivalent role of social media, materially shape EdTech's capacity to foster digital citizenship at scale. First, the digital divide in Indonesia is both quantitative and qualitative. National-level summaries show a large and growing user base, but access is uneven in terms of geography, device type, reliability, and affordability. Snapshot data from 2024 estimates approximately 185 million internet users, but household-level and school connectivity data show persistent urban-rural gaps and regional disparities in access quality. BPS (Indonesia's Central Bureau of Statistics) datasets show substantial provincial variation in household internet access, while sectoral studies note that most rural schools still lack reliable broadband, a barrier that undermines the effectiveness of distance learning in the pandemic era and continues to limit the reach of pedagogically rich EdTech offerings. UNICEF and World Bank analysis underscores that limited home access, high data costs, and uneven school connectivity result in unequal opportunities for students to practice and internalize digital citizenship skills. These structural inequalities mean that the same digital literacy campaigns can reinforce existing inequalities if they don't explicitly target infrastructure and affordability as part of their strategy (Sutrisno et al., 2024).

Second, social media and messaging platforms operate as both arenas for civic engagement and accelerators of misinformation, a duality that complicates any technocratic solution. Surveys and field research on Indonesia's 2024 general election period found that voters relied heavily on social platforms and private messaging apps for political information. These channels also hosted targeted disinformation campaigns, coordinated "buzzer" activity, and increasingly sophisticated manipulation, including AI-assisted content and deepfakes. ISEAS analysis of election propaganda documented how an ecosystem of partisan messaging, tailored content, and network amplification shaped patterns of exposure and belief. Freedom House and other observers reported that efforts to moderate harmful content were sometimes opaque or contested, raising concerns about procedural fairness and the risk that content governance tactics could stifle legitimate free expression. The net effect is that digital spaces, essential for participation, simultaneously become vectors that erode the shared factual base necessary for deliberation. Educational interventions therefore face a heavy burden of teaching critical skills in a landscape where falsehoods are

algorithmically promoted and where platform responses are uneven or contested (Wihardja et al., 2025).

Affordability, platform architecture, and incentive structures exacerbate these problems. EdTech modules that teach scepticism about sensational claims must compete with social media experiences optimized for engagement, which prioritize emotional resonance and virality. Furthermore, content moderation measures that could mitigate perceived falsehoods can trigger political backlash or be inconsistently implemented. In 2025, Indonesian authorities increased pressure on major platforms to act more decisively, underscoring the political importance of platform governance but also exposing the limits of state-centric remediation of a fundamentally transnational information environment. In short, educators and technologists are trying to cultivate habits of reflective inquiry in an ecology that structurally rewards counterintuitive behaviour. Sociocultural factors and partisan cognition cannot be addressed solely through digital skills instruction. Research on belief formation in politically charged environments suggests that partisanship and motivated reasoning mediate individuals' receptivity to corrective information; awareness training without deliberative practices and community-level norms of fact-checking will have limited behavioural appeal. These insights point to the need for pedagogy that goes beyond simply transferring discrete skills; it must cultivate dispositions, intellectual humility, cross-sector dialogue, and an ethic of public verification, nurtured through sustained civic practice, rather than single-session training (Kwek et al., 2023).

The Transformative Potential of EdTech

Despite the formidable structural constraints described above, documentary evidence and comparative practice point to important pathways through which EdTech can act as both a pedagogical tool and an instrument for strengthening democracy, provided its implementation is strategic, sustained, and integrative. Mechanistically, EdTech can build digital citizenship competencies in three mutually reinforcing ways. First, curriculum platforms and tools can operationalize critical evaluation skills through active learning: interactive modules that require source triangulation, step-by-step verification exercises, and news evaluation simulation tasks provide learners with repeated practice in truth-seeking behaviors. Second, EdTech can expose learners to deliberative environments that combine content production tasks (digital storytelling, civic reporting) with community-moderated feedback, shifting learners from passive consumption to active and accountable participation. Third, adaptive learning analytics and assessment tools can make previously invisible competency gains visible to teachers and policymakers, enabling formative assessment of civic skills and targeted remediation. International guidelines (UNESCO, Council of Europe) emphasize that digital citizenship education should integrate access, skills, values, and participatory practices. EdTech is uniquely positioned to implement these recommendations at scale when designed around pedagogical principles, not simply technological novelty (Bhatia et al., 2024).

Concrete examples from other high-performing systems illustrate how coherent strategies can amplify impact. Estonia's long-term integration of digital competencies into the national curriculum, combined with teacher professional development and a public-private EdTech strategy, demonstrates how structural investment and curriculum mainstreaming lead to widespread digital fluency and civic use of online services. Finland's embedding of media literacy

into standard schooling also demonstrates how national curriculum design can normalize critical media practices. This case study highlights two lessons transferable to Indonesia: curriculum integration (rather than episodic training) and ongoing teacher support are essential. Estonia's recent "AI Leap" initiative also highlights the importance of preparing students to interpret and interrogate complex generative content, a skill with direct relevance to the AI-infused misinformation seen in Indonesia's recent election cycle (Jalli, 2023).

Local examples demonstrate promising hybrid models that combine EdTech's reach with civic objectives. *Ruangguru's* election literacy campaigns and community-based training programs, sometimes partnered with corporate sponsors and international foundations, illustrate how private platforms can mobilize resources and distribution channels to deliver targeted literacy modules at scale. Citizen-led fact-checking organizations like MAFINDO have built community capacity to verify claims and trained thousands of volunteers, creating a grassroots infrastructure for truth-seeking that complements top-down literacy messages. These examples demonstrate that EdTech and civil society can be mutually reinforcing: platforms provide distribution and technical facilities, while civil society organizations provide verification expertise and local credibility (MAFINDO, 2024).

Multi-stakeholder collaboration is emerging as an essential governance architecture for transforming EdTech into a democratic instrument. The GNLD *Siberkreasi* model itself is based on partnerships across ministries, NGOs, community groups, and private platforms; UNICEF and World Bank studies also highlight that investments in infrastructure, teacher training, content standards, and community engagement must be coordinated to avoid partial results. Operationalizing this collaborative ideal requires several concrete policy steps: (1) embedding digital citizenship competencies explicitly into the national civic education curriculum and assessment standards so that they become part of the core responsibilities of schools; (2) allocating funds for ongoing teacher professional development focused on facilitating deliberative practices, rather than solely on the use of technical tools; (3) designing incentive structures for EdTech companies to prioritize civic education modules and share anonymized learning analytics with researchers for impact evaluation; and (4) institutionalizing partnerships with independent fact-checking organizations to create curricular activities linked to real-time verification exercises. These steps address both the supply (content, platforms, teacher capabilities) and demand (student practices, civic norms) sides of digital citizenship(Yuliantini & Suswanta, 2024).

There are pragmatic, low-cost design options that EdTech developers and policymakers can readily implement to enhance democratic values. Examples include integrating source evaluation micro-assessments into routine assignments (so that verification becomes commonplace), integrating prompts that require students to identify the origin and funding of news, and designing peer review components where students must publicly annotate and critique digital claims in a moderated classroom setting. At the systems level, building a unified "playbook", co-authored by education authorities, platform engineers, and civic actors, can standardize core competencies while enabling local adaptation. International frameworks (Council of Europe, UNESCO) provide easily adaptable competency taxonomies and classroom resources that Indonesia can contextualize, rather than reinvent (Butin, 2018).

Transformative potential depends on combining pedagogical design with infrastructure and regulatory realism. EdTech initiatives aimed at reducing vulnerability to disinformation must be accompanied by investments in narrowing the digital divide (connectivity and device provision), through transparent content governance partnerships that protect legitimate speech while mitigating real-world impacts, and through an evaluation ecosystem that generates timely impact data. International institutions and donor partners can play a catalytic role by funding connectivity for underserved schools and by supporting randomized or quasi-experimental evaluations that test which curriculum designs are most effective in changing behaviour. When the policy environment respects pluralism and procedural transparency, EdTech interventions can be enhanced by safeguards against excessive state intervention and corporate exploitation. When trust is weak, learning modules risk being perceived as partisan or instrumentalized, and their democratic benefits are diminished (Singh & Goyal, 2024).

Synthesis and Implications

Overall, the documentary record suggests that Indonesia has the foundations for an EdTech-based approach to digital citizenship an extensive national campaign, a vibrant private EdTech sector, a committed civil society fact-checking network, and international guidance on curriculum design. However, the path to strengthening democracy traverses' difficult terrain: numerous pockets of marginalized infrastructure, fragmented program design, limited teacher capacity to facilitate citizens, and an information ecosystem where social platforms both enable and distort citizen engagement. The right combination of policy drivers (curriculum integration, teacher training, targeted infrastructure investment, multi-stakeholder governance, and robust evaluation) can substantially increase the likelihood that EdTech will not only provide digital skills but also foster a democratic disposition that resists misinformation and strengthens public deliberation. In practice, this implies a strategic reorientation. From counting webinar attendees as the primary metric of success, to measuring changes in citizenship practices (e.g., frequency of source verification, quality of online deliberations generated in classrooms, resilience of local information ecosystems), to incentivizing partnerships that align platform capabilities with citizenship goals. If Indonesia can institutionalize these priorities and if EdTech design centers users' civic competencies, rather than solely engagement metrics, educational technology will be positioned not only as a pedagogical innovation, but also as an instrument for democratic consolidation(Nichols & Dixon-Román, 2024).

DISCUSSION

The findings of this study highlight the complex and sometimes contradictory role of educational technology (EdTech) in shaping democratic resilience in Indonesia. EdTech provides new tools and platforms for developing critical digital competencies, instilling habits of information verification, and fostering constructive engagement in civic life. On the other hand, its transformative potential is hampered by persistent inequities in access, fragmented program design, and the structural dynamics of the digital media ecosystem that often encourage misinformation rather than truth-seeking. In this discussion, directions: the specific contributions of EdTech in fostering digital citizenship, comparative insights from other developing democracies, theoretical implications of positioning EdTech as an instrument of democracy, and practical strategies that can guide Indonesian education policy and agenda (Bhatia et al., 2024).

Contributions of EdTech in Fostering Digital Citizenship

EdTech contributes to fostering digital citizenship in several interrelated ways. First, it enables the scaling of media and information literacy interventions far beyond what traditional civics education has historically achieved. While civics education in schools often reaches only enrolled students and relies heavily on teacher capacity, EdTech platforms like Ruangguru, Zenius, and Rumah Belajar offer interactive modules, video-based learning, and gamified quizzes accessible to millions of users across Indonesia. These tools can integrate critical evaluation skills, such as source triangulation, recognition of manipulation techniques, and strategies for addressing deepfakes or AI-generated misinformation. Second, EdTech platforms provide interactive and experiential learning opportunities that align with competencies needed in the digital public sphere. Unlike passive information campaigns, well-designed digital modules can require learners to actively practice verification, engage in peer review, and simulate deliberative environments. Research in the science of learning confirms that active engagement and problem-based learning are more likely to result in lasting skill acquisition than simple exposure to information. In the Indonesian context, this means EdTech tools can help students develop habits of scepticism and verification, not just awareness of misinformation(Nichols & Dixon-Román, 2024).

Third, EdTech contributes by connecting formal and informal learning environments. While traditional civics education is largely confined to schools, EdTech platforms enable learners to expand their engagement beyond school hours, into family contexts, and community activities. For example, *Ruangguru's* election literacy campaign connects classroom-based modules with social media challenges, creating continuity between formal learning and the digital spaces where young people actually encounter misinformation. This bridging function is crucial because disinformation rarely circulates in textbooks or classrooms. It thrives on social media and messaging platforms. By connecting learners in these spaces, EdTech narrows the gap between civics education and everyday digital practices. EdTech serves as a repository and amplifier of resources. Initiatives such as *Siberkreasi* and the Ministry of Education's *Rumah Belajar* (Learning House) provide not only modules for end-users but also teacher resources, lesson plans, and professional development materials. These tools help address the well-documented challenge that many teachers feel underprepared to teach media and information literacy. By providing ready-to-use resources and training, EdTech can lower barriers to integrating digital citizenship into existing curricula. However, EdTech's contribution is not automatic. As these findings demonstrate, fragmentation and superficiality remain significant concerns. Programs designed as short-term campaigns or one-off webinars may raise awareness, but they do not necessarily instill the lasting habits of deliberation, verification, and ethical engagement that define digital citizenship. Furthermore, when EdTech is used primarily as a content delivery tool rather than as an interactive learning environment, its democratic potential is diminished. The challenge, therefore, is not only to implement EdTech broadly but also to design it pedagogically so that it fosters competencies at the heart of democratic life (Bodrogini et al., 2021).

Comparative Insights from Other Developing Democracies

The Indonesian case resonates with experiences in other developing democracies where disinformation has also undermined public trust, electoral integrity, and democratic resilience (Nurfebriansyah et al., 2025). Comparing Indonesia with countries such as Brazil, India, the Philippines, and South Africa, important comparative insights emerge. Brazil provides a striking

parallel. The spread of misinformation through WhatsApp and other messaging platforms played a central role in shaping public perceptions during the 2018 and 2022 elections. In response, Brazil invested in media literacy campaigns and experimented with partnerships between civil society, fact-checkers, and EdTech platforms. However, as in Indonesia, these initiatives often struggled to reach rural populations and translate into systemic curriculum reform. Brazil's experience demonstrates that the dominance of messaging platforms and cultures (e.g., WhatsApp groups) complicates educational interventions, as misinformation spreads within closed networks that are difficult for regulators and educators to penetrate (Santini et al., 2025).

India also illustrates the dual role of EdTech in a democratic context. The Indian government has promoted large-scale digital literacy campaigns (such as the "Digital India" initiative), while the vibrant EdTech sector (e.g., Byju's, Unacademy) has experimented with integrating media literacy modules. However, India's extreme rural-urban digital divide and political contestations around online freedom of expression limit the reach and impartiality of these programs. In some cases, fact-checking initiatives have been accused of bias, reflecting India's broader political polarization. For Indonesia, the Indian case warns of the risk that digital literacy programs can become politicized unless their design and delivery are transparent and inclusive (Mujrai, n.d.).

The Philippines offers another instructive comparison. As one of the countries with the highest rates of social media use in the world, the Philippines faces a flood of misinformation, particularly during election cycles. Civil society organizations like Rappler and academic institutions have been at the forefront of media literacy education, but government commitment has been inconsistent. The Philippines demonstrates the importance of civil society leadership in digital literacy education, as well as the limitations of fragmented initiatives without strong state support (Schipper, 2025). Indonesia's *Siberkreasi* model has gone further in institutionalizing government involvement, but risks remain if civil society expertise is not meaningfully integrated (Yuliantini & Suswanta, 2024). South Africa offers perspective from other democracies in the Global South with profound socioeconomic inequalities. South Africa's "Digital Citizen" programs, often implemented in partnership with NGOs and international donors, highlight the potential of multi-stakeholder collaboration in contexts of inequality. However, evaluations show that if access issues (connectivity, devices, affordability) are not addressed, even well-designed EdTech modules reach only a privileged minority (Radebe, 2024). This reinforces the lesson from Indonesia that infrastructure and equity cannot be separated from pedagogy: no matter how innovative a digital citizenship curriculum, it cannot transform democratic culture if the vast majority of the population remains unconnected or under-connected (Nichols & Dixon-Román, 2024).

From this comparison, three insights stand out for Indonesia. First, systemic integration into the curriculum is crucial. Isolated campaigns, as seen in Brazil and the Philippines, have limited impact. Second, political neutrality and transparency are crucial. India demonstrates the dangers of politicization, which erodes trust in digital literacy programs. Third, equity and access must remain central. South Africa demonstrates how the digital divide undermines democratic resilience if left unaddressed. These insights suggest that Indonesia's hybrid model, with active government involvement, a vibrant EdTech sector, and civil society participation, is well-

positioned, but only if integration, neutrality, and equity are ensured (Maspul et al., 2025; Radebe, 2024).

Regional Contrasts: Indonesia, Malaysia, and the Philippines

While the primary concern of this article is Indonesia, a brief regional comparison helps to sharpen the analysis. Examining parallel initiatives in Malaysia and the Philippines illustrates how different political and institutional contexts shape the role of EdTech in promoting digital citizenship. These contrasts are not intended as a full cross-country study, but rather as a backdrop that highlights what is distinctive about the Indonesian case. The following table summarizes key dimensions of similarity and divergence across the three countries.

Table 1. Comparative overview of EdTech and digital literacy initiatives in Indonesia, Malaysia, and the Philippines

Dimension	Indonesia	Malaysia	Philippines
Policy Focus	Digital literacy framed as anti-hoax & civic responsibility (Kominfo's Siberkreasi; Merdeka Belajar curriculum).	Emphasis on cybersecurity & national integration (Malaysia Digital Economy Blueprint).	Strong emphasis on media & information literacy (MIL) tied to electoral integrity (CHED programs).
Role of Education Sector	Universities integrate digital literacy (UI, UGM, ITB); schools uneven (urban–rural gap).	State–university partnerships, but less emphasis on grassroots literacy.	CHED integrates MIL into higher education; NGOs active in community training.
Civil Society Involvement	NGOs like Mafindo & SAFEnet lead fact-checking and rights advocacy.	More state-driven; limited NGO visibility in digital literacy programs.	Vibrant NGO sector (e.g., Rappler's MovePH) complements state initiatives.
Challenges	Uneven access & infrastructure; literacy framed politically (risk of censorship).	Top-down design limits grassroots adaptation.	Digital divide persists; online harassment and disinformation networks linked to electoral campaigns.
Novelty / Distinctive Feature	Strong civil society role in shaping EdTech as democratic instrument, despite state control risks.	Centralized state control over EdTech, less civic framing.	Blended state–civil society approach, more explicitly tied to democracy & elections.

Sources: (Wuriani, 2021)(Perdana, 2021; Schipper, 2025)

The table highlights contrast in policy framing, institutional roles, and civil society involvement, illustrating how Indonesia's case stands out for its strong NGO activism despite uneven state support.

Theoretical Implications: Positioning EdTech as a Tool for Democratic Consolidation

Theoretically, the Indonesian case contributes to the debate on democracy in the digital age by positioning EdTech as a potential tool for democratic consolidation, rather than simply a pedagogical innovation. This perspective intersects with three strands of democratic theory. First,

Robert Dahl's concept of polyarchy emphasizes the importance of informed citizens, competition, and participation as the minimum institutional foundations of democracy. Disinformation undermines each of these pillars by misinforming citizens, distorting competition, and reducing meaningful participation. By encouraging critical evaluation and ethical engagement, EdTech can strengthen the foundations of information polyarchy. In this sense, EdTech becomes part of an institutional ecosystem that supports democratic consolidation (Nichols & Dixon-Román, 2024).

Second, Habermas's theory of the public sphere offers another perspective. In Habermas's ideal, democratic deliberation relies on a public sphere where citizens engage in rational-critical debate free from manipulation. Digital platforms both expand and degrade this sphere: they provide unprecedented opportunities for participation, but also amplify misinformation and divisive content. EdTech interventions that foster critical digital citizenship can be understood as efforts to rehabilitate the public sphere by equipping citizens with the competencies needed to filter, verify, and deliberate responsibly. In other words, EdTech functions as the cultural infrastructure of the public sphere (Mah, 2000; Supriadi, 2017).

Third, Pippa Norris's concept of democratic resilience underscores democracy's capacity to withstand shocks, whether from economic crises, populist movements, or information disruption (Norris, 2004). EdTech, when aligned with civic education, contributes to resilience by instilling democratic dispositions such us scepticism of manipulation, a commitment to seeking the truth, and a willingness to engage across differences in citizens themselves. Rather than relying solely on institutional oversight (e.g., election commissions, courts), resilience is cultivated at the level of everyday practice, in classrooms, communities, and online networks. This theoretical reframing is significant because it goes beyond the narrow view of EdTech as a technical supplement to education policy. Instead, EdTech is conceptualized as a political instrument that forms the cognitive and ethical foundations of democracy. This highlights the importance of integrating education policy with democratic theory and evaluating EdTech interventions not only in terms of learning outcomes but also in terms of their contribution to democratic consolidation(Bhatia et al., 2024; Nichols & Dixon-Román, 2024).

Practical Implications: Strategies for Policy and Civic Education in Indonesia

The practical implications of this analysis are straightforward: if Indonesia is to harness the transformative potential of EdTech for democratic resilience, it must adopt a systemic, multi-layered strategy that combines pedagogical reform with structural investment. Four areas of intervention stand out as particularly urgent. First, digital citizenship needs to be explicitly integrated into the national civic education curriculum. The *Merdeka Belajar* framework introduced by the Ministry of Education already provides some space for critical thinking and project-based learning, but digital literacy remains marginal (Wisnujati et al., 2021). A more deliberate redesign of civic education is required, embedding competencies such as verification, ethical online behaviour, and participatory deliberation as central outcomes. Assessment systems should move beyond rote memorization by evaluating whether students can critically assess information flows and engage responsibly in digital spaces. Second, teacher professional development remains pivotal. Teachers are the cornerstone of effective digital citizenship education, yet many lack the training to adapt to these new pedagogical demands. Pilot programs, such as Guru Penggerak (Mobilizing Teachers), have attempted to enhance pedagogical

innovation, but integration of digital citizenship remains uneven. Continuous professional development, focused not only on technical skills but also on strategies for fostering deliberation and cross-sector dialogue is needed. Incentive structures, such as certification and career advancement, can motivate teachers to embed these practices systematically in the classroom (Wisnujati et al., 2021).

Third, addressing the digital divide is indispensable. Without adequate infrastructure, pedagogical reforms risk deepening existing inequalities. Indonesia's ambitious Palapa Ring project has expanded broadband access, but gaps remain, particularly in eastern provinces where connectivity is weakest. Disinformation often circulates unchecked in these areas due to limited access to reliable news sources. Targeted programs that provide schools with affordable devices and reliable internet connections, especially in rural and remote areas. Partnerships with telecommunications companies and international donors can accelerate these efforts, ensuring that resilience is built nationwide, not just in metropolitan centres. Multi-stakeholder collaboration must be institutionalized. Effective strategies will require cooperation between government agencies, EdTech companies, civil society organizations, and international partners. Indonesia's Siberkreasi program has attempted to promote digital literacy through public campaigns, but it often emphasizes moralistic themes such as pornography or cybercrime. Greater involvement of independent actors could broaden the agenda. Organizations such as Mafindo, which operates the turnbackhoax.id platform, could be directly integrated into classroom activities, enabling students to practice fact-checking as part of their learning process. EdTech companies like Ruangguru and Zenius, with their wide user base, also have the potential to incorporate critical literacy modules into their platforms in partnership with schools and universities (MAFINDO, 2024).

Taken together, these strategies illustrate that building democratic resilience through EdTech is not a matter of technical fixes alone, but of creating an ecosystem in which pedagogy, infrastructure, and collaboration reinforce one another. By anchoring reforms in both local initiatives and global best practices, Indonesia can leverage education not only to reduce the spread of disinformation but also to strengthen the epistemic foundations of its democracy. Yet even the most comprehensive strategies: spanning curriculum reform, teacher training, infrastructure, and multi-stakeholder collaboration, will have limited impact unless they are accompanied by rigorous mechanisms of evaluation and accountability.

Robust Evaluation and Accountability

Finally, Indonesia must shift from measuring success in terms of "reach" (the number of webinar participants or modules accessed) to measuring behavioural outcomes. Impact evaluations should track changes in verification habits, resilience to misinformation, and the quality of online civic engagement. Randomized controlled trials, longitudinal surveys, and mixed-methods evaluations can provide the evidence base needed to refine programs and justify continued investment. These suggest that resilience in Indonesia can no longer be understood solely through the lens of protest politics, as emphasized in earlier work, but must also be examined through the infrastructures of education and EdTech. This shift provides the foundation for the following synthesis, where the implications for democratic theory and practice are drawn out (Fung, 2007).

SYNTHESIS

These contributions, comparisons, theoretical insights, and practical strategies underscore the main argument: EdTech has the potential to be a catalyst for democratic consolidation in Indonesia, but only if its implementation is systemic, inclusive, and strategically integrated into civic education. Fragmented initiatives and one-off campaigns are insufficient. The challenges are not only technological, but also institutional, pedagogical, and political. Indonesia's experience mirrors the struggles of other emerging democracies, but its hybrid model of government-led programs, a vibrant EdTech sector, and an active civil society provides a foundation for innovation. If leveraged through curriculum integration, teacher training, equitable access, collaborative governance, and robust evaluation, EdTech can help cultivate a generation of digital citizens capable of defending democracy in the face of disinformation.

CONCLUSION

This study has examined the relationship between digital citizenship, disinformation, and educational technology (EdTech) in Indonesia, placing the issue within a national and comparative context. The findings suggest that while Indonesia has taken significant steps through state-led initiatives such as Siberkreasi and EdTech-based literacy campaigns, the integration of digital citizenship into formal civic education remains uneven and limited. At the same time, structural challenges. Particularly the digital divide and social media's dual role as both a democratic space and a channel for misinformation, complicate the effectiveness of these initiatives. Nevertheless, this analysis highlights the transformative potential of EdTech when strategically implemented as both a pedagogical tool and an instrument of democracy. At the heart of this study's argument is the proposition that the strategic integration of EdTech into civic education, supported by multi-stakeholder collaboration, can strengthen digital citizenship and, by extension, the resilience of democracy in Indonesia. Digital citizenship, understood as the capacity to critically evaluate information, engage ethically online, and participate constructively in democratic life, is a crucial competency in the digital age. EdTech, with its capacity for scalability, interactivity, and bridging formal and informal learning environments, is uniquely positioned to develop these competencies. However, realizing this potential requires systemic reform, political will, and a commitment to inclusivity.

Several policy and pedagogical recommendations can be drawn from this analysis. First, embedding digital literacy in the civic education curriculum should be treated as a national priority. This requires going beyond sporadic awareness campaigns and integrating competencies such as information verification, ethical online behavior, and participatory dialogue into the core of civic education. Assessments should be redesigned to evaluate not only knowledge acquisition but also the application of critical digital skills in real-world contexts. In this way, Indonesia can ensure that digital citizenship becomes a core outcome of its education system, rather than an optional extra. Second, reducing the digital divide is crucial to ensuring that digital citizenship education benefits all Indonesians. Investments in broadband infrastructure, affordable devices, and school connectivity need to be increased, with particular attention to rural and marginalized communities. Partnerships with telecommunications providers, local governments, and international organizations can help accelerate this agenda. Without addressing these access gaps, even the most innovative EdTech programs will disproportionately benefit already privileged groups, exacerbating existing inequalities and weakening democratic resilience.

Third, strengthening the regulatory and collaborative ecosystem is crucial. Regulation should not only aim to curb harmful content but also to incentivize EdTech innovation that aligns with democratic goals. At the same time, multi-stakeholder collaboration should be institutionalized to ensure coherence and inclusivity. Government agencies, EdTech companies, educational institutions, civil society organizations, and independent fact-checkers should work together to co-design curricula, develop resources, and monitor program effectiveness. Such collaboration enhances legitimacy, reduces the risk of politicization, and ensures diverse perspectives inform intervention design. Despite its contributions, this study is not without limitations. Methodologically, it relies primarily on documentary analysis and thematic synthesis of secondary data, which, while valuable for conceptual insights, cannot fully capture the lived experiences of students, teachers, and citizens. Therefore, future research should adopt a mixed-methods approach, combining surveys, interviews, and classroom observations with experimental evaluations of specific EdTech interventions. Furthermore, longitudinal studies are needed to assess whether competencies developed through EdTech-based digital citizenship education result in sustained behavioral change and increased democratic participation over time.

Furthermore, this study focuses on Indonesia as a single case within the category of emerging democracies. While comparative insights from Brazil, India, the Philippines, and South Africa have been integrated, future research could adopt a more systematic cross-country design to explore how different political, cultural, and infrastructural contexts shape EdTech's effectiveness in fostering democratic resilience. Such comparative research would deepen theoretical understanding and generate practical lessons that can be adapted across environments. Finally, future research should pay closer attention to the political economy of EdTech. Questions of ownership, commercial incentives, and data governance have significant implications for the neutrality and inclusiveness of digital citizenship programs. As EdTech companies become increasingly influential in shaping citizenship education, it is crucial to critically examine whose interests they serve and how their platforms intersect with state agendas and democratic ideals. In conclusion, the rise of disinformation poses significant challenges to the quality and resilience of democracy in Indonesia and other emerging democracies. However, these challenges also present opportunities: by strategically integrating EdTech into civic education, supported by inclusive and collaborative governance, Indonesia can cultivate a generation of digital citizens capable of navigating a complex information environment, engaging constructively in public life, and maintaining democratic resilience. While structural barriers and methodological limitations remain, the study's findings underscore the conceptual and practical importance of viewing EdTech not only as a pedagogical innovation but also as an instrument of democracy. In this regard, the fight against disinformation cannot be separated from the project of democratic consolidation, and EdTech has a central role in shaping the democratic future of digital societies.

References

Abubakari, M. S., Zakaria, G. A. N., & Musa, J. (2025). Validating the DigComp framework among university students across different educational systems. *Discover Education*, *4*(1). https://doi.org/10.1007/s44217-025-00652-x

Aguilar, O. G., Gebera, O. T., Huanca, S. C., Cruz, K. M. L., Postigo, G. P., Zavala, R. D., & Ccoya, I. O. (2024). DIGITAL SKILLS AND DIGITAL CITIZENSHIP EDUCATION: AN ANALYSIS BASED ON STRUCTURAL EQUATION MODELING. *Journal of Technology and Science Education*, *14*(3).

Agus, A. A., Rizal, A., Muhajir, M., & Jamalong, A. (2025). From awareness to action: rethinking high school civic education for the digital generation in Indonesia. *Cogent Education*, *12*(1). https://doi.org/10.1080/2331186X.2025.2534156

Arkorful, V., Salifu, I., Arthur, F., & Abam Nortey, S. (2024). Exploring the nexus between digital competencies and digital citizenship of higher education students: a PLS-SEM approach. *Cogent Education*, *11*(1). https://doi.org/10.1080/2331186X.2024.2326722

B. Miles, M., & Huberman, A. M. (1994). *Qualitative Data Analysis*. 1–352.

Bateman, J., & Jackson, D. (2024). *COUNTERING DISINFORMATION EFFECTIVELY An Evidence-Based Policy Guide*. Carnegie Endowment for International Peace.

Benjamin, C. T. (2022). *Fighting Disinformation with Education: A Comparative Policy Analysis of Media Literacy Education Efforts in the United States and Finland*.

Benkler, Y. (2006). *The Wealth of Networks How Social Production Transforms markets and Freedom*. Yale University Press.

Bhardwaj, A., Bharany, S., & Kim, S. K. (2024). Fake social media news and distorted campaign detection framework using sentiment analysis & machine learning. *Heliyon*, *10*(16). https://doi.org/10.1016/j.heliyon.2024.e36049

Bhatia, K. V., Arora, P., & Gupta, S. (2024). Edtech platforms from below: a family ethnography of marginalized communities and their digital learning post-pandemic. *Learning, Media and Technology*. https://doi.org/10.1080/17439884.2024.2328693

Bodrogini, P. W., Safuro, M., Putri, L., & Nambiar, D. (2021). *TECHNICAL SUPPORT FOR THE DEVELOPMENT OF A REMOTE LEARNING AND DIGITAL SKILLS STRATEGY FOR THE INDONESIAN MINISTRY OF EDUCATION AND CULTURE Final Report (Draft)*.

Bozilovic, J., & Pavlovic, N. (2021). DIGITAL CITIZENSHIP-A CONCEPTUAL AND PRACTICAL FRAMEWORK. *Psychology and History*, *20*(3), 203–215. https://doi.org/10.22190/FUPSPH2103203B

Broda, E., & Strömbäck, J. (2024). Misinformation, disinformation, and fake news: lessons from an interdisciplinary, systematic literature review. *Annals of the International Communication Association*, *48*(2), 139–166. https://doi.org/10.1080/23808985.2024.2323736

Budirahayu, T., & Saud, M. (2023). Pedagogical innovation and teacher collaborations in supporting student learning success in Indonesia. *Cogent Education*, *10*(2). https://doi.org/10.1080/2331186X.2023.2271713

Butin, D. W. (2018). *Service-Learning in Higher Education* (Issue 2005). PALGRAVE MACMILLAN.

Catalán Matamoros, D. (2023). *Disinformation and fact-checking in contemporary society*. Dykinson.

Díaz-Rodríguez, N., Del Ser, J., Coeckelbergh, M., López de Prado, M., Herrera-Viedma, E., & Herrera, F. (2023). Connecting the dots in trustworthy Artificial Intelligence: From AI principles, ethics, and key requirements to responsible AI systems and regulation. *Information Fusion*, *99*. https://doi.org/10.1016/j.inffus.2023.101896

du Plooy, E., Casteleijn, D., & Franzsen, D. (2024). Personalized adaptive learning in higher education: A scoping review of key characteristics and impact on academic performance and engagement. *Heliyon*, *10*(21). https://doi.org/10.1016/j.heliyon.2024.e39630

Dubnick, M. J., & Frederickson, G. (2011). *Public Accountability Performance Measurement, the Extended State, and the Search for Trust*. Kettering Foundation. http://ssrn.com/abstract=1875024

Feyzi Behnagh, R., & Yasrebi, S. (2020). An examination of constructivist educational technologies: Key affordances and conditions. *British Journal of Educational Technology*, *51*(6), 1907–1919. https://doi.org/10.1111/bjet.13036

Fletcher, R., Andl, S., Badrinathan, S., Eddy, K. A., Kalogeropoulos, A., Mont'Alverne, C., Robertson, C. T., Arguedas, A. R., Schulz, A., Toff, B., & Nielsen, R. K. (2025). The link between changing news use and trust: longitudinal analysis of 46 countries. *Journal of Communication*, *75*(1), 1–15. https://doi.org/10.1093/joc/jqae044

Flore, M., Balahur, A., Podavini, A., & Verile, M. (2019). *Understanding Citizens' Vulnerabilities to Disinformation and Data-Driven Propaganda Case Study: The 2018 Italian General Election*. https://doi.org/10.2760/919835

Gillespie, A., Glăveanu, V., Glăveanu, V., & de Saint Laurent, C. (2024). PRAGMATISM AND METHODOLOGY: Doing Research That Matters with Mixed Methods. In *Pragmatism and Methodology: Doing Research That Matters with Mixed Methods*. Cambridge University Press. https://doi.org/10.1017/9781009031066

Ware, M. J. G. (2024). *The Disinformation Society: Misinformation and Disinformation in the Late-Capitalist Public Sphere*. the University of the West of England, Bristol for the degree of Doctor of Philosophy by publication (DPhil).

Hafel, M. (2023). Digital Transformation in Politics and Governance in Indonesia: Opportunities and Challenges in the Era of Technological Disruption. *Society*, *11*(2), 742–757. https://doi.org/10.33019/society.v11i2.577

Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, *3*, 275–285. https://doi.org/10.1016/j.susoc.2022.05.004

Jalli, N. (2023, November 14). *Artificial Intelligence, Disinformation, and the 2024 Indonesian Elections*. Thediplomat.Com.

Kahne, J., Hodgin, E., & Eidman-Aadahl, E. (2016). Redesigning Civic Education for the Digital Age: Participatory Politics and the Pursuit of Democratic Engagement. *Theory and Research in Social Education*, *44*(1), 1–35. https://doi.org/10.1080/00933104.2015.1132646

Kristiyanto, H., Arinanto, S., & Ghafur, H. S. (2023). Institutionalization and party resilience in Indonesian electoral democracy. *Heliyon*, *9*(12). https://doi.org/10.1016/j.heliyon.2023.e22919

Kwanda, F. A., & Lin, T. T. C. (2020). Fake news practices in Indonesian newsrooms during and after the Palu earthquake: a hierarchy-of-influences approach. *Information Communication and Society*, *23*(6), 849–866. https://doi.org/10.1080/1369118X.2020.1759669

Kwek, A., Peh, L., Tan, J., & Lee, J. X. (2023). Distractions, analytical thinking and falling for fake news: A survey of psychological factors. In *Humanities and Social Sciences Communications* (Vol. 10, Issue 1). Springer Nature. https://doi.org/10.1057/s41599-023-01813-9

Laurillard, Diana. (2012). *Teaching as a design science : building pedagogical patterns for learning and technology*. Routledge.

Law, N., Woo, D., Torre, J. de la, & WOng, G. (2018). *A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2*. http://www.uis.unesco.org

Li, Y., Zhu, P., Mlecnik, E., Qian, Q. K., & Visscher, H. J. (2024). Dissemination, manipulation or monopolization? Understanding the influence of stakeholder information sharing on resident participation in neighborhood rehabilitation of urban China. *Land Use Policy*, *147*. https://doi.org/10.1016/j.landusepol.2024.107359

Lorenz-Spreen, P., Oswald, L., Lewandowsky, S., & Hertwig, R. (2023). A systematic review of worldwide causal and correlational evidence on digital media and democracy. *Nature Human Behaviour*, *7*(1), 74–101. https://doi.org/10.1038/s41562-022-01460-1

MAFINDO. (2024, February 2). *Siaran Pers Mafindo: Hoaks Politik Meningkat Tajam Jelang Pemilu 2024, Ganggu Demokrasi Indonesia*. Mafindo.or.Id.

Mah, H. (2000). Phantasies of the public sphere: Rethinking the Habermas of historians. *Journal of Modern History*, *72*(1), 153–182. https://doi.org/10.1086/315932

Maspul, K., Chemistry, V., Melinda, Y., Wisudayanti, K., Fedora, & Rochmah, D. F. (2025). How Can ChatGPT Empower Indonesian Classrooms? *Frontiers in Research Journal*, *1*(3), 26. https://doi.org/10.47134/frontiers.v1i3.423

McKay, S., & Tenove, C. (2021). Disinformation as a Threat to Deliberative Democracy. *Political Research Quarterly*, *74*(3), 703–717. https://doi.org/10.1177/1065912920938143

Miles, Matthew B, Huberman, A. M. (1994). Qualitative Data Analysis. In *Sage Publications*.

Misheva, G. (2021, May 17). *Digital Competence Framework for Citizens (DigComp)*. Digital-Skills-Jobs.Europa.Eu.

Mossberger, K., & Tolbert, C. J. (2021). Digital Citizenship and Digital Communities: How Technology Matters for Individuals and Communities. *International Journal of E-Planning Research*, *10*(3), 19–34. https://doi.org/10.4018/IJEPR.20210701.oa2

Mothafar, N. A., Zhang, J., Alsoffary, A., Masoomi, B., AL-Barakani, A., & Alhady, O. S. (2024). Digital social responsibility towards digital education of international higher education students' institutions: Digital culture as mediator. *Heliyon*, *10*(17). https://doi.org/10.1016/j.heliyon.2024.e36442

Muawanah, U., Marini, A., & Sarifah, I. (2024). The interconnection between digital literacy, artificial intelligence, and the use of E-learning applications in enhancing the sustainability of Regional Languages: Evidence from Indonesia. *Social Sciences and Humanities Open*, *10*. https://doi.org/10.1016/j.ssaho.2024.101169

Mujrai, P. (n.d.). *India 2.0: The Rise of a Global Power in the New Decade*. https://www.researchgate.net/publication/390123333

Nichols, T. P., & Dixon-Román, E. (2024). Platform Governance and Education Policy: Power and Politics in Emerging Edtech Ecologies. *Educational Evaluation and Policy Analysis*, *46*(2), 309–328. https://doi.org/10.3102/01623737231202469

Norris, P. (2004). *Electoral Engineering Voting Rules and Political Behavior*. Cambridge University Press.

Nurfebriansyah, A. R., Rahmatunnisa, M., Immanuel, G. K., Suramahardini, K. M., & Yamani, M. L. T. (2025). Challenges of Indonesian Democracy Post-2024 Election. *JURNAL TRIAS POLITIKA*, *9*(1), 138–152. https://doi.org/10.33373/jtp.v9i1.7531

Pantazi, M., Hale, S., & Klein, O. (2021). Social and Cognitive Aspects of the Vulnerability to Political Misinformation. In *Political Psychology* (Vol. 42, Issue S1, pp. 267–304). John Wiley and Sons Inc. https://doi.org/10.1111/pops.12797

Perdana, S. (2021). *MALAYSIA DIGITAL ECONOMY BLUEPRINT*.

Persichitte, K. A., Suparman, A., & Spector, M. (2016). *Educational Technology to Improve Quality and Access on a Global Scale*. Springer. http://www.springer.com/series/11824

Pugu, M. R., Triolita, N., & Yusuf, M. (2024). New Media and The Changing Landscape of Political Communication. *International Journal of Society Reviews (INJOSER)*, *2*(6).

Rabb, N., Cowen, L., & de Ruiter, J. P. (2023). Investigating the effect of selective exposure, audience fragmentation, and echo-chambers on polarization in dynamic media ecosystems. *Applied Network Science*, *8*(1). https://doi.org/10.1007/s41109-023-00601-3

Radebe, M. J. (2024). Public Sector Communication in the Digital Age: Insights and Influences from the Global South. In *Public Sector Communication in the Digital Age* (pp. i–xxix). UJ Press. https://doi.org/10.36615/9781776489909-00

Radnitz, S. (2025). Contesting Authority to Adjudicate Misinformation. *Perspectives on Politics*. https://doi.org/10.1017/S1537592725102028

Rhodes, S. (2024). Narrow Margins and Misinformation: The Impact of Sharing Fake News in Close Contests. *Social Sciences*, *13*(11). https://doi.org/10.3390/socsci13110571

Rod, B., Pursiainen, C., & Eklund, N. (2025). Combatting Disinformation – How Do We Create Resilient Societies? Literature Review and Analytical Framework. *European Journal for Security Research*. https://doi.org/10.1007/s41125-025-00105-4

Salleh, A. S. S., Latif, A., Anis, W., Zambri, A. M., Latiff, D. I. A., & Kamal, S. (2023). Media Literacy and Digital Citizenship in the Era of Social Media. *International Journal of Academic Research in Business and Social Sciences*, *13*(11). https://doi.org/10.6007/ijarbss/v13-i11/19392

Santini, R. M., Salles, D. G., Santos, M. L., Leopoldo Belin, L., & Ciodaro, T. (2025). Anti-Sustainability Narratives in Chat Apps: What Shapes the Brazilian Far-Right Discussion About Socio-Environmental Issues on WhatsApp and Telegram. *Journalism and Media*, *6*(2). https://doi.org/10.3390/journalmedia6020085

Schipper, T. (2025). Disinformation by design: leveraging solutions to combat misinformation in the Philippines' 2025 election. In *Data and Policy* (Vol. 7). Cambridge University Press. https://doi.org/10.1017/dap.2025.18

Selwyn, N., Hillman, T., Bergviken-Rensfeldt, A., & Perrotta, C. (2023). Making Sense of the Digital Automation of Education. In *Postdigital Science and Education* (Vol. 5, Issue 1, pp. 1–14). Springer International Publishing. https://doi.org/10.1007/s42438-022-00362-9

Serttaş, A., Gürkan, H., & Dere, G. (2025). Synthetic Social Alienation: The Role of Algorithm-Driven Content in Shaping Digital Discourse and User Perspectives. *Journalism and Media*, *6*(3), 149. https://doi.org/10.3390/journalmedia6030149

Shin, B., Floch, J., Rask, M., Bæck, P., Edgar, C., Berditchevskaia, A., Mesure, P., & Branlat, M. (2024). A systematic analysis of digital tools for citizen participation. *Government Information Quarterly*, *41*(3). https://doi.org/10.1016/j.giq.2024.101954

Simsek, E., Forces, T. A., & Simsek, A. (2013). New Literacies for Digital Citizenship. In *CONTEMPORARY EDUCATIONAL TECHNOLOGY* (Vol. 4, Issue 2).

Singh, S., & Goyal, R. (2024). The Impact of Technology in Learning and Teaching: A Critical Review. In *Journal of Information Systems Engineering and Management* (Vol. 2025, Issue 25s). https://www.jisem-journal.com/

Smith, W. (2019). Deliberative citizenship: a critical reappraisal. *Citizenship Studies*, *23*(8), 815–830. https://doi.org/10.1080/13621025.2019.1664404

Subekti, D., Yusuf, M., Saadah, M., & Wahid, M. (2025). Social media and disinformation for candidates: the evidence in the 2024 Indonesian presidential election. *Frontiers in Political Science*, *7*. https://doi.org/10.3389/fpos.2025.1625535

Supriadi, Y. (2017). Relasi Ruang Publik Dan Pers Menurut Habermas. *Kajian Jurnalisme*, *1*(1), 1–20. http://jurnal.unpad.ac.id/kajian-jurnalisme

Sutrisno, E., Silitonga, M. S., Yusuf, R. R., & Nugroho, A. A. (2024). Digital divide: how is Indonesian public service affected? *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, *10*(3), 454. https://doi.org/10.29210/020244613

Suwana, F. (2021). Content, changers, community and collaboration: expanding digital media literacy initiatives. *Media Practice and Education*, *22*(2), 153–170. https://doi.org/10.1080/25741136.2021.1888192

Tenove, C. (2020). Protecting Democracy from Disinformation: Normative Threats and Policy Responses. *International Journal of Press/Politics*, *25*(3), 517–537. https://doi.org/10.1177/1940161220918740

Tewu, D., Destine, D., & Gunawan, I. (2025). Analysis of Social Media User Growth and Its Implications for Digital Marketing Strategies in Indonesia 2024. *International Journal of Management Studies and Social Science Research*, *07*(03), 236–245. https://doi.org/10.56293/ijmsssr.2025.5623

Tomassi, A., Falegnami, A., & Romano, E. (2024). Mapping automatic social media information disorder. The role of bots and AI in spreading misleading information in society. *PLoS ONE*, *19*(5). https://doi.org/10.1371/journal.pone.0303183

Turner, S. P. (2024). EPISTEMIC COERCION. *Epistemology & Philosophy of Science*, *61*, 21–38.

Tyolani, M. M., & Lecturer, L. P. (2024). *ResearchersWorld-International Refereed Social Sciences Journal Empowering Education Through Technology: Enhancing Quality and Relevance in South Africa's Democratic Era*. https://doi.org/10.18843/rwjasc/v15i2/12

Vosoughi, S., Roy, D., & Aral, S. (2018). *FALSE NEWS IS BIG NEWS. THE SPREAD OF TRUE AND FALSE NEWS ONLINE*.

Vuorika, R., Punie, Y., Carretero, S., & Brande, L. Van den. (2016). DigComp 2.0: The European Digital Competence Framework for citizens Update Phase 1: The Conceptual Reference Model. In *JRS Science for Policy Report*. European Union. https://doi.org/10.2791/11517

Vuorikari, R., Kluzer, S., & Punie, Y. (2022). *DigComp 2.2 - The Digital Competence Framework for Citizens*. EU Science Hub. https://doi.org/10.2760/115376

Wardle, C., & Derakhshan, H. (2017). *INFORMATION DISORDER : Toward an interdisciplinary framework for research and policy making Information Disorder Toward an interdisciplinary framework for research and policymaking*. www.coe.int

Warren, S., & Beck, D. (2023). The Ethical Choices with Educational Technology Framework. In *Learning, Design, and Technology: An International Compendium of Theory, Research, Practice, and Policy* (pp. 2793–2819). Springer International Publishing. https://doi.org/10.1007/978-3-319-17461-7_193

Webster, J. (2025). Defining digital citizenship and digital citizenship education: a Delphi study. *Journal of Research on Technology in Education*. https://doi.org/10.1080/15391523.2025.2536564

Widiasari, N. K. N., & Thalib, E. F. (2022). The Impact of Information Technology Development on Cybercrime Rate in Indonesia. *Journal of Digital Law and Policy*, *1*(2), 73–86. https://doi.org/10.58982/jdlp.v1i2.165

Wihardja, M. M., Muhtadi, B., & Sue-Ann, L. (2025). *DISINFORMATION AND ELECTION PROPAGANDA Impact on Voter Perceptions and Behaviours in Indonesia's 2024 Presidential Election*. The ISEAS – Yusof Ishak Institute. http://bookshop.iseas.edu.sg

Wisnujati, N. S., Sitorus, E., Anggusti, M., Ramadhani, R., Tjiptadi, D. D., Bachtiar, E., Sari, D. C., Sari, N. I., Jamaludin, Sakiran, Grace, E., Hastuti, P., Ramadhani, Y. R., Purba, A., & Prihatmojo, A. (2021). *Merdeka Belajar Merdeka Mengajar*. Yayasan Kita Menulis.

Wu, D. (2024). Exploring digital literacy in the era of digital civilization: A framework for college students in China. *Information Services and Use*, *44*(2), 69–91. https://doi.org/10.3233/ISU-230199

Wuriani, N. I. (2021). AKTIVISME TAGAR #PERCUMALAPORPOLISI SEBAGAI ZEITGEIST DEMOKRASI SIBER DI INDONESIA. *WACANA: Jurnal Ilmiah Ilmu Komunikasi*, *20*(2), 171–183. https://doi.org/10.32509/wacana.v20i2.1702

Yuliantini, L. S., & Suswanta, S. (2024). The Effectiveness Analysis of the National Digital Literacy Movement SiBerkreasi Program in Indonesia. *SHS Web of Conferences*, *204*, 03004. https://doi.org/10.1051/shsconf/202420403004

Zhong, J., & Zheng, Y. (2023). "What It Means to be a Digital Citizen": Using concept mapping and an educational game to explore children's conceptualization of digital citizenship. *Heliyon*, *9*(9). https://doi.org/10.1016/j.heliyon.2023.e19291

6 st International Congress of Social Science, Innovation & Educational Technologies

FUND ALLOCATION STRATEGY AND MICRO ENTERPRISES DEVELOPMENT IN NIGERIA

Lookman Adefolarin BALOGUN-SHITTABEY
Department of Business Administration,
Olabisi Onabanjo University,
Ago-Iwoye, Nigeria

Benneth Uchenna EZE
Department of Business Administration,
Wesley University,
Ondo, Ondo State, Nigeria
https://orcid.org/0000-0003-2676-823X

Benjamin Oludotun LISOYI
Department of Accounting, Finance, and Investment,
Wesley University, Ondo, Nigeria
https://orcid.org/0000-0001-6217-9999

Adewale Stephen ADESEKE
Department of Economic,
Wesley University,
Ondo, Ondo State, Nigeria.

Stephen Adeleye OGUNDOWO
Department of Business Administration,
Wesley University,
Ondo, Ondo State, Nigeria

Abstract

Micro enterprises (MEs) form the backbone of Nigeria's Micro, Small, and Medium Enterprises (MSMEs) sector, accounting for 96.9% of all enterprises and contributing significantly to employment, poverty reduction, and economic growth. Despite their central role, many MEs face persistent challenges that threaten their sustainability, among which weak fund allocation practices are paramount. This study investigates the effect of fund allocation strategy (FALS) on the development of micro enterprises (MED) in Nigeria. A survey research design was employed, and data were collected from ME owners and managers across the country. Using regression analysis, the findings reveal that fund allocation strategy exerts a positive and significant effect on ME development ($\beta = 0.567$, $p < 0.05$), explaining 17.8% of the observed variation. Effective practices such as reinvestment, plough-back of profits, separation of personal and business finances, and structured debt repayment enhance growth, profitability, and long-

term survival. Fund misallocation, particularly when revenues are channeled into non-business activities, poses a significant barrier to enterprise sustainability and competitiveness. The study concludes that while access to finance is important, the decisive determinant of ME development in Nigeria is the efficiency of fund allocation. It contributes to financial strategy theory by isolating allocation as the most critical component of the 3 A's framework (Anticipation, Acquisition, Allocation) and offers practical insights for entrepreneurs, policymakers, and financial institutions on strengthening fund allocation practices through training, monitoring, and supportive policies.

Keywords: Fund allocation strategy, micro enterprises, enterprise development, financial management, Nigeria.

INTRODUCTION

Micro enterprises (MEs) constitute the largest proportion of the Micro, Small, and Medium Enterprises (MSMEs) subsector in Nigeria. They represent about 96.9% of all MSMEs, employ fewer than ten people, and operate with assets below five million naira, excluding land and buildings (National Bureau of Statistics [NBS], 2021). These enterprises are vital for wealth creation, poverty reduction, employment generation, and national economic growth (Eze, 2022; Abiodun, 2021). Despite their significance, MEs in Nigeria face persistent challenges that constrain their growth and sustainability, including poor access to credit, weak infrastructure, and ineffective financial management practices (International Labour Organization [ILO], 2022; World Bank, 2023).

One critical determinant of the performance of MEs is the management and allocation of funds. Fund allocation strategy refers to the systematic disbursement of financial resources obtained either from internal sources (profits, savings, and personal contributions) or external sources (banks, cooperatives, and government schemes). Proper allocation ensures that business revenues and borrowed funds are directed toward productive ventures, thereby strengthening enterprise growth and sustainability (Harash et al., 2014; Rogers, 2014; Adegbite & Machethe, 2020).

However, many MEs in Nigeria adopt weak or unstructured fund allocation practices. Instead of reinvesting earnings, repaying debt, or expanding operations, some entrepreneurs divert business income for personal or social use, thereby undermining business development (Muritala et al., 2012; Osei-Assibey & Adusei, 2022). Similarly, the inability to separate personal and business finances often leads to mismanagement, reduced profitability, and premature enterprise failure (Eneh, 2021).

MEs development reflects the ability of these enterprises to improve efficiency, increase revenue, grow in scale, and contribute significantly to GDP and employment creation (Kale, 2017; Nwoko et al., 2019). Development requires not only access to finance but also strategic financial planning and prudent allocation of available resources. Without effective fund allocation strategies, access to finance alone cannot guarantee improved productivity, competitiveness, or long-term sustainability (Onugu, 2020).

Although MEs dominate Nigeria's business landscape, many fail to survive beyond their first few years of operation (Agwu & Emeti, 2014; Oluwatobi & Akinwale, 2021). Poor fund allocation practices represent a major challenge. A significant number of entrepreneurs perceive business revenues as personal profit rather than a resource for reinvestment, expansion, or debt repayment (Ogunlela, 2020). Many also lack structured financial planning mechanisms, making it difficult to balance short-term survival with long-term development objectives.

The consequences of weak allocation practices include low capital attraction, poor debt management, stagnating revenue, and limited capacity to take advantage of new opportunities (Okoye et al., 2022). This not only hampers enterprise growth but also undermines the broader contributions of MEs to employment creation, innovation, and GDP growth (World Bank, 2023). While prior research has focused extensively on access to finance, relatively limited scholarly attention has been directed toward fund allocation strategies as a determinant of MEs development in Nigeria. Against this background, this study investigates the relationship between fund allocation strategy and the development of micro enterprises in Nigeria.

Research Questions

The study is guided by the following questions:
i. To what extent does fund allocation strategy affect the development of MEs in Nigeria?
ii. How do reinvestment and plough-back of profits contribute to the sustainability and growth of MEs?
iii. What is the effect of fund misallocation (e.g., personal use of business revenue) on the development of MEs in Nigeria?

Aim and Objectives of the Study

The main aim of this study is to investigate the impact of fund allocation strategy on the development of micro enterprises in Nigeria. The specific objectives are to:
i. evaluate the effect of fund allocation strategy on MEs development in Nigeria;
ii. examine how reinvestment and plough-back practices influence MEs growth; and
iii. analyze the effect of fund misallocation on the sustainability and performance of MEs.

Research Hypotheses

The following hypotheses were formulated for the study:

Ho1: Fund allocation strategy does not significantly affect the development of MEs in Nigeria.

Ho2: Reinvestment and plough-back of profits do not significantly influence the growth of MEs in Nigeria.

Ho3: Misallocation of funds does not significantly hinder the development of MEs in Nigeria.

Significance of the Study

This study is significant for several reasons:

The study will provide insights on the importance of fund allocation practices, including plough-back of profits and separation of personal from business finances, in driving enterprise growth and sustainability.

The findings will help lenders to assess not only creditworthiness but also fund management capacity before granting loans to MEs.

The study offers evidence-based recommendations to strengthen training, advisory, and monitoring systems that ensure MEs optimally allocate funds.

It will also enriches the literature on financial strategies by focusing specifically on fund allocation, an area often overlooked compared to fund acquisition.

Scope of the Study

The study focuses on the relationship between fund allocation strategy and the development of micro enterprises in Nigeria. The unit of analysis is the owners and managers of micro enterprises employing fewer than ten people and with asset bases below ₦5 million, excluding land and buildings.

LITERATURE REVIEW

Conceptual Review

Concept of Micro, Small and Medium Enterprises (MSMEs)

MSMEs are defined differently across contexts, depending on employee size, turnover, or asset base. In Nigeria, the Central Bank of Nigeria (CBN, 2015) defines micro enterprises (MEs) as firms with fewer than 10 employees and total assets below ₦5 million, excluding land and buildings. Similarly, the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN, 2021) categorizes MEs as businesses with fewer than 10 employees and assets not exceeding ₦5 million. At the international level, the World Bank (2022) defines micro enterprises as firms with fewer than 10 employees and assets below $10,000.

MSMEs are globally recognized as engines of economic growth and poverty reduction (Adelekan, 2021; Vargas, 2020). In Nigeria, MEs dominate the informal sector and form the backbone of entrepreneurship, though they face persistent financing challenges (Onakoya, Fasanya, & Agboola, 2022).

Socio-Economic and Business Effects of MEs in Nigeria

Micro enterprises play critical roles in employment creation, poverty alleviation, and economic diversification. According to the National Bureau of Statistics (NBS, 2021), MEs employed over 16 million Nigerians in 2020, contributing 26% of total MSME employment. They dominate sectors such as trade, services, and agriculture (SMEDAN & NBS, 2021).

However, despite their socio-economic contributions, MEs in Nigeria face barriers such as poor access to finance, inadequate infrastructure, weak managerial capacity, and policy inconsistency (Agwu & Emeti, 2014; Ogomegbunam, 2023). These constraints limit their ability to expand and sustain development.

Concept of Finance and Financial Strategy

Finance refers to the mobilization and efficient utilization of funds to achieve organizational objectives (Akrani, 2011; Urmila, 2021). For MEs, finance determines survival and growth (Adaramola, 2012; Haron, Javaraman, & Ismail, 2013). However, access remains difficult due to collateral requirements and information asymmetries (Emmanuel, Anga, & Isa, 2020).

Financial strategy, therefore, entails structured planning, acquisition, and allocation of funds to maximize firm value (Wheelen & Hunger, 2012; Galloway, 2020). It ensures optimal utilization of resources and sustains competitiveness (Provasnek, Schmid, Geissler, & Steiner, 2017).

Fund Allocation Strategy and Micro Enterprise Development

Fund allocation strategy refers to how enterprises deploy financial resources across competing needs. It determines whether funds are invested productively for growth or diverted for non-economic uses (Ellahi, Awais, & Raza, 2018). In Nigeria, misallocation of funds is a major reason for business failure among MEs (Adisa, Abdulraheem, & Mordi, 2014).

Proper fund allocation ensures plough-back of profits, reinvestment into operations, and prioritization of productive assets over consumption (Adelekan, 2021; Jin, Ke, & Chen, 2022). Conversely, weak fund allocation practices—such as conflating personal and business finances—undermine growth, succession planning, and resilience (Agwu & Emeti, 2014).

Empirical evidence shows that MEs that allocate funds strategically toward capital investment, debt management, and innovation record higher survival and development rates (Onakoya et al., 2022; Marais & De Lange, 2021).

Type of Financial Strategy in Nigeria

The financial strategy adopted by enterprises in Nigeria is often shaped by the macroeconomic environment, availability of funds, and managerial practices. A financial strategy provides the framework for planning, analysis, adaptability, and growth (George, 2017).

Planning entails goal setting and financial direction by assessing where the enterprise is and where it intends to go. Nigerian micro enterprises typically create financial milestones, such as savings targets or reinvestment goals, to guide their operations (Akinyemi & Adejumo, 2018).

Analyzing involves examining financial data and projections, with attention to revenue, expenditure, and risks. For Nigerian enterprises, analysis often includes inflationary pressures, exchange rate volatility, and interest rate risks, which significantly affect investment and financing choices (Okafor, 2020).

Adaptability refers to the flexibility of enterprises to adjust financial plans in response to shocks. Nigerian businesses have had to adapt their strategies due to the COVID-19 pandemic, currency depreciation, and inflationary trends (Nwokolo & Eze, 2021).

Growth strategies emphasize reinvestment, monitoring, and capital allocation. Nigerian enterprises typically reinvest earnings to expand operations due to limited access to external finance (Oni, Paiko, & Ormin, 2012). Proper fund allocation, therefore, ensures that scarce financial resources are directed toward expansion and sustainability.

Roles of Business Owners/Financial Managers in Nigeria

Business owners and managers are central to the success of financial strategies in Nigerian micro and small enterprises. They must effectively make decisions in four key areas: financing, investment, dividend, and liquidity (Njogo, 2010).

Financing Decisions: Entrepreneurs decide where, when, and how to source funds—whether from microfinance banks, cooperatives, or commercial banks. The ability to select the right mix of debt and equity financing is critical in Nigeria's high-cost credit environment (Ojo, 2009).

Investment Decisions: Owners determine the allocation of capital into productive assets. In Nigeria, many MEs prioritize working capital and short-term investments to ensure liquidity and reduce exposure to macroeconomic shocks (Oni & Daniya, 2012).

Dividend Decisions: Owners must decide whether to distribute profits or reinvest them. Nigerian enterprises often reinvest profits due to limited access to affordable loans, prioritizing sustainability over profit distribution (Nwanyanwu, 2011).

Liquidity Decisions: Proper management of current assets and liabilities prevents insolvency. Liquidity risks are particularly high in Nigeria, where delayed customer payments and inflation weaken cash flows (Attah, 2010).

These financial decisions highlight the importance of fund allocation strategy as a determinant of survival and growth.

Business Development

Business development is the process through which enterprises identify opportunities, expand operations, and sustain profitability. Nigerian micro enterprises require effective strategies to overcome challenges such as inadequate infrastructure, limited access to credit, and market volatility (Bangarigadu & Nunkoo, 2022).

Business development strategies involve proactive decision-making, resource mobilization, and innovation. In Nigeria, this extends beyond enterprise-level initiatives to include government policies, provision of infrastructure, and favorable regulatory environments (Thaddeus, 2012; Ebitu, Basil, & Ufot, 2018).

Thus, business development depends not only on government interventions but also on effective fund allocation strategies employed by entrepreneurs themselves.

Development of Micro, Small, and Medium Enterprises (MSMEs) in Nigeria

MSMEs, especially micro enterprises, form the backbone of Nigeria's economy, contributing significantly to employment and GDP. The Nigerian government has introduced several initiatives, including the National Policy on MSMEs, National Enterprise Development Programme (NEDEP), and Nigerian Industrial Revolution Plan (NIRP), to support enterprise growth (SMEDAN & NBS, 2021).

Despite these initiatives, challenges persist. Nigerian MSMEs face financing gaps, poor infrastructure, weak entrepreneurial skills, and regulatory hurdles (Ade, Mojekwu, & Dansu, 2020). Comparatively, their contributions to GDP remain below those of Asian economies such as South Korea and Singapore (Owualah, 1999).

Thus, while policies exist, the absence of effective fund allocation strategies at the firm level continues to undermine growth and their sustainability.

Finance Providers and the Development of MSMEs in Nigeria

Finance providers play a crucial role in supporting enterprise development. Microfinance institutions (MFIs) were established to provide small loans to entrepreneurs who lack collateral for conventional bank loans. However, their effectiveness has been limited by poor record-keeping, high default rates, and insufficient funding (Oni et al., 2012).

In addition, microfinance banks and cooperatives provide services such as savings, credit, and insurance to micro enterprises. These services remain essential given that only a small fraction of Nigeria's economically active population has access to formal financial services (Pauline, 2010).

Challenges facing finance providers in Nigeria include poor repayment culture, weak infrastructure, and inadequate supervision (Nwanyanwu, 2011). Addressing these requires effective regulation, capacity building, and innovative financing models such as Islamic finance

methods such as Musharakah, Murabahah, and Mudarabah; which have been suggested as alternatives for small enterprise financing in Nigeria (Ibrahim, 2003).

Government Funding Schemes for MSMEs Development in Nigeria

The Nigerian government has established multiple schemes to address financing gaps in MSMEs, including: Nigerian Industrial Development Bank (NIDB) – established in 1964 to promote industrial development; Small-Scale Industries Credit Scheme (SSICS) – introduced in 1971 to provide affordable credit to small businesses; Central Bank of Nigeria (CBN) Initiatives – mandating banks to allocate credit quotas to indigenous borrowers and SMEs; Agricultural and Manufacturing Credit Support – requiring banks to lend to productive sectors with favorable loan terms; Rural Banking Scheme – launched in 1977 to promote rural financial inclusion; Bank of Industry (BOI) – formed to provide long-term financing by merging NBCI, NIDB, and NERFUND; SMEDAN (Small and Medium Enterprises Development Agency of Nigeria) – created to coordinate MSME development policies; and MSME Development Fund (MSMEDF) – launched in 2013 by the CBN to provide wholesale funding for microfinance banks and institutions among others.

Despite these initiatives, MSMEs continue to struggle due to poor policy implementation, limited infrastructure, and inadequate financial literacy among entrepreneurs (Adegbite & Machethe, 2020). Sustained government effort, combined with prudent fund allocation by business owners, is therefore essential for MSME development in Nigeria.

Theoretical Review

The issue of MSMEs financing has been extensively discussed by many theorists, though little attention has been placed specifically on micro enterprises (MEs). This review focuses on financial strategies and business development theories relevant to the theme of this study: 'Fund Allocation Strategy and Development of MEs in Nigeria.' The theories discussed include the supply-leading theory, loan pricing theory, agency theory, information asymmetry theory, and entity theory.

Supply Leading Theory

The supply-leading theory, first emphasized by Schumpeter (1911), posits that financial development precedes and propels economic growth. Financial institutions mobilize savings and allocate resources efficiently by channeling funds from surplus to deficit units, thereby stimulating productive activities. In the Nigerian context, micro enterprises (MEs) rely heavily on formal and informal financial intermediaries, such as microfinance banks and cooperatives, to access credit and working capital (Karimo & Ogbonna, 2017).

Patrick (1966) highlighted that the supply-leading role of financial institutions is particularly crucial at the early stages of economic development. For Nigerian MEs, access to credit from deposit money banks, microfinance institutions, and government-backed initiatives has enabled some firms to expand operations, invest in productive assets, and increase employment. However, empirical studies such as Adeyeye et al. (2015) found weak evidence of the supply-

leading hypothesis in Nigeria, suggesting that financial development does not always directly translate into enterprise growth. This indicates that fund allocation strategies among Nigerian MEs determine how effectively borrowed funds translate into growth and sustainability.

Loan Pricing Theory

Stiglitz and Weiss (1981) developed the loan pricing theory, which addresses how adverse selection and moral hazard shape credit markets. In Nigeria, high lending rates imposed by commercial banks discourage MEs from borrowing, as many cannot provide collateral or bear the cost of credit (Olokoyo, 2011). Loan pricing becomes critical in fund allocation decisions because high-interest loans may reduce profitability and increase default risks for MEs.

For instance, when banks increase loan rates to offset risks, only high-risk borrowers may accept such loans, potentially leading to non-performing loans (Basley, 1994). Conversely, microfinance banks and cooperative societies sometimes keep interest rates relatively lower to maintain inclusivity. Nigerian MEs that can effectively manage loan repayment and align credit costs with investment returns demonstrate stronger resilience and sustainable growth (Greenbaum, Kanatas, & Venezia, 1989). Thus, the ability of MEs to allocate borrowed funds productively depends largely on loan pricing mechanisms.

Agency Theory

Agency theory explains the conflicts that arise between principals (owners or shareholders) and agents (managers or lenders). In Nigerian MEs, the owner often doubles as the manager, blurring the lines of accountability and increasing risks of misallocation of funds (Jensen & Meckling, 1976). For instance, funds obtained from financial institutions may be diverted for personal rather than business use, creating conflicts with lenders who expect repayment from business-generated income (Abosede, 2012).

Agency costs, such as monitoring expenses and collateral requirements, are common in Nigeria's credit market. Financial institutions attempt to minimize risks by demanding collateral, while MEs often face liquidity constraints and asset substitution problems. Effective fund allocation strategies, such as ploughing back profits and keeping business funds separate from personal finances, can reduce agency conflicts and enhance enterprise sustainability.

Information Asymmetry Theory

Information asymmetry occurs when one party has more knowledge than the other, creating imbalances in financial transactions. In the Nigerian context, finance providers often perceive MEs as high-risk borrowers due to their limited credit history, poor record-keeping, and lack of financial literacy (Lean & Tucker, 2001). This information gap makes it difficult for MEs to demonstrate the quality of their investment projects, resulting in credit rationing.

Consequently, lenders may restrict loan access or impose stringent requirements, while MEs struggle to secure financing despite potentially viable business models. Information asymmetry also contributes to higher borrowing costs and limited external financing. To overcome this,

Nigerian MEs need transparent financial practices, adoption of computerized record-keeping, and effective fund allocation strategies that demonstrate credibility to lenders (Akinyemi & Adejumo, 2018).

Entity Theory

Entity theory posits that the activities of a business are distinct from those of its owners. In theory, this separation ensures that creditors cannot pursue the personal assets of owners for business liabilities (Kadyrova & Mirzakhalikov, 2023). However, in practice, most Nigerian MEs operate with blurred boundaries between business and personal finances. Entrepreneurs often use personal funds to finance business operations and, conversely, withdraw business income for household needs.

This lack of separation undermines effective fund allocation strategies, as reinvestment into the business is compromised. For Nigerian MEs, applying entity theory principles, such as maintaining separate business accounts, preparing financial plans, and tracking business expenses can strengthen credibility with lenders and improve sustainability.

Underpinning Theory

This study anchors on the Entity Theory, complemented by the Strengths and Weaknesses (SW) aspects of SWOT analysis. The entity theory emphasizes separating business and personal finances, which is critical for MEs in Nigeria where owners often merge both. The ability to maintain this separation enhances accountability, improves fund allocation, and builds trust with finance providers (Kadyrova & Mirzakhalikov, 2023).

Additionally, applying SWOT analysis allows Nigerian MEs to identify internal weaknesses—such as poor fund management or low financial literacy—and leverage strengths like adaptability and innovation to remain competitive. Anchoring on these frameworks provides a practical basis for examining how fund allocation strategies influence the development and sustainability of MEs in Nigeria.

METHODOLOGY

Research Design

The study employed a survey research design to investigate the effect of fund allocation strategy on the development of micro enterprises in Southwest Nigeria. This design was chosen because it allows for the collection of primary data from MEs' owners and managers, capturing their financial practices and developmental outcomes. The survey research design is appropriate as the researcher has no direct control over the manifestation of the independent variable (fund allocation strategy). It also provides respondents the freedom to express their financial allocation practices and their perceived effect on enterprise development.

Population, Sample Size and Sampling Techniques

The target population comprises all micro enterprises operating in Nigeria, estimated at 38,413,420 MEs (NBS, 2021). A sample size of 385 MEs owners/managers was determined using CheckMarket (2021) sample size calculator, consistent with Raosoft (2004) and Slovin's formula recommendations at a 5% margin of error.

The stratified sampling technique was employed to reflect the heterogeneity across the six states in southwest, with proportional allocation to each stratum (state). Thereafter, judgmental sampling was applied to select respondents within each state based on their ability to provide meaningful responses about financial allocation practices.

Table 3.1: Selected Sample of MEs in Southwest Nigeria

Table 3.2: Selected Sample of MEs in the Southwest Nigeria

State	MEs Total	Proportionate Sample	Percentage (%)
EKITI	853,254	33	8
LAGOS	3,385,150	130	34
OGUN	1,330,757	51	13
ONDO	1,185,948	46	12
OSUN	1,369,716	53	14
OYO	1,871,623	72	19
TOTAL	**9,996,448**	**385**	**100**

Source: Author (2024)

Source of Data

The study relied on primary data, collected through a structured questionnaire administered to owners and managers of MEs in the selected states. Oral interviews with 10 MEs operators were first conducted to generate context-specific items that formed the basis of the questionnaire.

Instrumentation

The research instrument was a structured questionnaire divided into two sections: Section A which captured demographic and background information of respondents and Section B that captured information on fund allocation practices and their perceived effect on enterprise development. A five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) was used.

Validity and Reliability of the Instrument

Content Validity Index (CVI) was used with expert review, yielding 0.786, which is above the 0.69 benchmark for acceptability (Abosede, Eze & Fayose, 2018). Reliability was ascertained via a pilot study conducted in Kwara State with 30 MEs operators, using the test-retest method, produced a correlation coefficient of 0.883 for FALS and 0.802 for MED, confirming internal consistency ($r > 0.7$).

Model Specification

The model was adapted to reflect fund allocation strategy as the sole explanatory variable.

Functional form:

MED=f(FALS)MED = f(FALS)MED=f(FALS)

Behavioral regression form:

MED=α0+α1FALS+μi…(i)MED = α_0 + α_1FALS + μ_i \quad … (i)MED=α0+α1FALS+μi …(i)

Where:

MED = Micro Enterprises Development (dependent variable)

FALS = Fund Allocation Strategy (independent variable)

α_0 = Constant term

α_1 = Parameter of the independent variable

μi = Error term

Description and Measurement of Variables

Dependent Variable (MED): Development of MEs, measured by business survival, revenue growth, succession plan, job creation, and capacity to manage resources.

Independent Variable (FALS): Fund Allocation Strategy, measured by ability to:

- ✧ Allocate borrowed/raised funds purposefully,
- ✧ Maintain optimal mix of expenditures,
- ✧ Differentiate between owner's income and business income,
- ✧ Reinvest profits into operations.

Method of Data Analysis

Data collected were analyzed using: Descriptive statistics (frequencies, percentages, means, and tables) to summarize demographic data and fund allocation practices; and Inferential statistics via a simple regression analysis was used to test the effect of fund allocation strategy on MEs development.

Table 3.2: Method of Data Analysis

Hypothesis	Statement	Technique
H_0: Fund allocation strategy does not significantly affect MEs development in Nigeria.	$MED = \alpha_0 + \alpha_1 FALS + \mu i$	Simple Regression

Source: *Author (2024)*

RESULTS AND DISCUSSION

This chapter presents the results of the study, specifically focusing on the effect of fund allocation strategy (FALS) on the development of micro enterprises (MED) in Southwest Nigeria. Data analysis was carried out using the Statistical Package for Social Sciences (SPSS 23 version). Out of 385 questionnaires administered, 374 were returned, giving a 97% response rate, which is considered adequate (Tabachnick & Fidell, 2001; Du, Li, & Zhang, 2014; Nasidi, Fazil Ahmad, Adamu, & Ado Sani, 2022).

Test of Hypothesis

Ho1: Fund allocation strategy does not significantly affect MEs development in Nigeria.

Table 4.2.3: Regression Result for FALS on MED

Variable	Coefficient	T	Value
Constant	17.137	10.426	0.000
FALS	0.567*	8.966	0.000

F-Statistics = 80.381 (p = 0.000)

R-Square = 0.178

Source: *Field Survey (2024)*

The result shows a positive and significant effect of fund allocation strategy on MED ($\beta = 0.567$, $p < 0.05$). This indicates that improvements in how funds are allocated enhance enterprise growth and sustainability. The R^2 value (0.178) suggests that 17.8% of variations in MED are explained by allocation strategy alone.

Model:

MED=17.137+0.567FALS+μiMED = 17.137 + 0.567FALS + μ_iMED=17.137+0.567FALS+μi

Thus, the null hypothesis is rejected, confirming that fund allocation strategy significantly impacts MED in Nigeria.

Discussion of Findings

Findings demonstrate that fund allocation strategy plays a critical role in the development of micro enterprises. The regression result shows that efficient distribution of financial resources enhances profitability, growth, and sustainability.

This aligns with Ellahi, Awais, & Raza (2018), who stressed that financial allocation should prioritize feasibility and expected profitability rather than solely creditworthiness. Similarly, Adelekan (2021) emphasized that effective allocation ensures resources are deployed to activities with the highest economic returns.

The results further suggest that enterprises that allocate more funds to profit-driven objectives—such as sales expansion, quality improvement, and survival strategies—achieve stronger business outcomes. Poor allocation practices, however, often result in weak performance, consistent with the findings of Safiriyu and Njogo (2012) on inadequate accounting and record-keeping practices.

In conclusion, fund allocation strategy significantly contributes to MED by ensuring that resources are directed toward productive, profit-enhancing, and growth-driven activities.

Conclusion

This study examined the effect of fund allocation strategy on the development of MEs in Nigeria, using regression analysis. Findings revealed that fund allocation strategy exerts a positive and significant effect on MEs development., underscoring the importance of how funds are distributed across operations, reinvestment, debt servicing, and expansion. Misallocation, such as diversion of business funds for personal consumption, was shown to weaken sustainability, profitability, and long-term competitiveness. Thus, the study affirms that beyond acquiring finance, efficient allocation of available funds remains the decisive factor in determining whether MEs thrive or collapse.

This research concludes that the allocation of financial resources plays a pivotal role in shaping the trajectory of micro enterprises in Nigeria. While fund anticipation and acquisition provide necessary inputs, allocation is the point where strategic decisions are made that directly influence

growth, profitability, and sustainability. The empirical results showed that MEs that prioritized reinvestment, plough-back of profits, clear separation of personal and business finances, and debt repayment achieved superior development outcomes compared to those that misallocated funds. The study therefore provides strong evidence that fund allocation strategy is the most critical driver of MED in Nigeria, making it an indispensable component of enterprise sustainability and competitiveness.

Recommendations

Based on the findings, the following recommendations are made: Prioritization of productive investment: ME operators should allocate a significant share of their resources toward activities that generate long-term value such as technology adoption, staff training, and business expansion; capacity building for fund management: Government agencies, NGOs, and financial institutions should organize training programs to improve the financial literacy of ME operators, particularly on budgeting and allocation efficiency; monitoring frameworks: Loan providers and microfinance institutions should develop follow-up mechanisms to ensure that allocated funds are used productively rather than diverted to non-business purposes; policy support: Government policies should integrate fund allocation efficiency as a criterion for accessing grants, loans, and subsidies; and adoption of digital tools: MEs should be encouraged to adopt mobile banking, digital bookkeeping, and allocation tracking systems to improve transparency and accountability in fund usage.

Contributions to Knowledge

Theoretical Contribution: The study enriches financial strategy theory by isolating and empirically validating the role of fund allocation as a determinant of ME growth; it extends the 3 A's framework (Anticipation, Acquisition, Allocation) by demonstrating that allocation is the most direct pathway to enterprise performance; and the research provides an allocation-centered conceptual model that future scholars can adapt to examine financial practices in small businesses across different regions.

Managerial Contribution: The study emphasizes to ME operators that efficient allocation, not merely fund acquisition, determines business growth; it highlights practical allocation techniques such as reinvestment in productive assets, diversification, and strategic savings for sustainability; and it guides practitioners in building stronger internal financial structures that align resource distribution with long-term objectives.

Policy Contribution: Policymakers are encouraged to design financial literacy and capacity-building programs to enhance operators' ability to allocate funds effectively; government and financial institutions should complement credit access programs with allocation monitoring mechanisms to ensure loans and grants are productively used; and supportive tax incentives and targeted seed-funding schemes should focus not only on disbursing funds but also on guiding their prudent allocation.

Suggestions for Further Studies

i. Future research may explore how fund allocation practices differ across regions in Nigeria and their implications for sectoral growth.
ii. The role of digital financial tools in improving allocation efficiency among MEs should be investigated.
iii. The interaction between non-financial resources (e.g., managerial capacity, social capital) and allocation practices in influencing MED requires further study.
iv. Comparative studies could examine how fund allocation impacts MEs in Nigeria versus other African economies.

References

Abiodun, T. S. (2021). Financial management practices and growth of micro and small enterprises in Nigeria. *International Journal of Small Business and Entrepreneurship Research, 9*(3), 15–28.

Abosede, A. J. (2012). Agency cost theory and capital structure: Empirical evidence from Nigerian firms. *International Journal of Business and Social Research, 2*(1), 1–10.

Ade, T., Mojekwu, J., & Dansu, F. (2020). Risk management and performance of MSMEs in Nigeria. *Journal of Small Business and Enterprise Development, 27*(4), 657–673.

Adebisi, J. F., & Gbegi, D. O. (2017). Effect of multiple taxation on the performance of small and medium scale business enterprises in Nigeria. *Journal of Research in Business and Management, 4*(2), 1–5.

Adegbite, O., & Machethe, C. L. (2020). Bridging the financial inclusion gap: The role of microfinance in Nigeria. *Development in Practice, 30*(4), 515–527.

Adeyeye, P. O., Fapetu, O., Aluko, O. A., & Migiro, S. O. (2015). Does supply-leading hypothesis hold in a developing economy? A Nigerian focus. *Procedia Economics and Finance, 30*, 30–37.

Agwu, M. O., & Emeti, C. I. (2014). Issues, challenges, and prospects of small and medium scale enterprises in Port-Harcourt City, Nigeria. *European Journal of Sustainable Development, 3*(1), 101–114.

Akingunola, R. O. (2011). Small and medium scale enterprises and economic growth in Nigeria: An assessment of financing options. *Pakistan Journal of Business and Economic Review, 2*(1), 78–97.

Akinyemi, F. O., & Adejumo, O. O. (2018). Entrepreneurial finance and the growth of small and medium enterprises in Nigeria. *Journal of Economics and Business Research, 24*(2), 56–70.

Attah, A. (2010). Challenges of microfinance institutions in Nigeria. *International Journal of Business and Social Science, 1*(2), 193–199.

Ayyagari, M., Demirgüç-Kunt, A., & Maksimovic, V. (2011). Small vs. young firms across the world: Contribution to employment, job creation, and growth. *Policy Research Working Paper 5631*. World Bank.

Bangarigadu, R., & Nunkoo, R. (2022). Business development strategy and enterprise survival. *Journal of Business Research, 144*, 1–10.

Basley, T. (1994). Financial repression and the credit market in developing economies. *Oxford Review of Economic Policy, 9*(2), 29–42.

Block, J. H., Fisch, C., & Hirschmann, M. (2021). The effect of bootstrapping on new venture performance: Evidence from Germany. *Small Business Economics, 57*(2), 627–645.

Bouazza, A. B., Ardjouman, D., & Abada, O. (2015). Establishing the factors affecting the growth of small and medium-sized enterprises in Algeria. *American International Journal of Social Science, 4*(2), 101–115.

Canello, J., Buciuni, G., & Gereffi, G. (2022). The role of innovation and managerial capabilities in SME internationalization: Evidence from Italy. *Journal of Small Business Management, 60*(3), 567–592.

Cassar, G., & Holmes, S. (2003). Capital structure and financing of SMEs: Australian evidence. *Accounting and Finance, 43*(2), 123–147.

Ebitu, E., Basil, G., & Ufot, J. (2018). SME growth and the role of government in Nigeria. *International Journal of Business and Social Science, 9*(2), 118–128.

Egbide, B. C., Salawu, R. O., & Oboh, C. S. (2013). Working capital management and profitability of Nigerian quoted companies: Evidence from the food and beverages industry. *Research Journal of Finance and Accounting, 4*(18), 2222–2847.

Emmanuel, E., & Ikenna, O. (2015). The role of microfinance banks in financing SMEs in Nigeria. *Research Journal of Finance and Accounting, 6*(4), 34–44.

Eneh, O. C. (2021). Financial literacy and the sustainability of micro enterprises in Nigeria. *International Journal of Business and Management Review, 9*(2), 11–22.

Frimanslund, E., & Nath, S. (2022). Regional ecosystems and SME growth in Norway. *International Small Business Journal, 40*(8), 899–918.

Eze, B. U. (2022). Effect of innovation on agricultural-based micro, small and medium enterprises survival in Nigeria. *World Review of Entrepreneurship, Management and Sustainable Development*, *18*(5-6), 500-513.

https://doi.org/10.1504/WREMSD.2022.125628. https://www.inderscienceonline.com/doi/abs/10.1504/WREMSD.2022.125628

George, A. (2017). *Strategic financial management for small businesses*. Lagos: Spectrum Books.

Greenbaum, S. I., Kanatas, G., & Venezia, I. (1989). Equilibrium loan pricing under the bank-client relationship. *Journal of Banking & Finance, 13*(2), 221–235.

Harash, E., Al-Timimi, S., & Alsaadi, J. (2014). The influence of finance on performance of small and medium enterprises (SMEs). *International Journal of Engineering and Innovative Technology, 4*(3), 161–167.

Harvie, C., Narjoko, D., & Oum, S. (2013). Small and medium enterprises' access to finance: Evidence from selected Asian economies. *ERIA Discussion Paper Series, ERIA-DP-2013-23.*

Ibrahim, M. (2003). Islamic finance as an alternative for SMEs in Nigeria. *Journal of Islamic Banking and Finance, 20*(3), 45–56.

International Labour Organization (ILO). (2022). *SMEs and job creation in Africa: Trends and policies*. ILO Publications.

Jagongo, A. (2012). Venture capital: The concept, challenges, and prospects in Nigeria. *International Journal of Business and Social Science, 3*(19), 108–113.

Jensen, M. C., & Meckling, W. H. (1976). Theory of the firm: Managerial behavior, agency costs, and ownership structure. *Journal of Financial Economics, 3*(4), 305–360.

Johann, H., Block, J. H., & Benz, L. (2022). The impact of firm-level strategies on SME growth: Evidence from Germany. *Journal of Business Venturing Insights, 17,* e00310.

Kadyrova, N. O., & Mirzakhalikov, A. A. (2023). The evolution of entity theory in accounting. *Accounting and Finance Review, 8*(1), 25–36.

Kale, Y. (2017). *Micro, small and medium enterprises in Nigeria: Statistical bulletin*. National Bureau of Statistics.

Karimo, T. M., & Ogbonna, O. E. (2017). Financial deepening and economic growth nexus in Nigeria: Supply-leading or demand-following? *Nigerian Journal of Economic and Social Studies, 59*(2), 1–21.

Lean, J., & Tucker, J. (2001). Information asymmetry and small firm finance. *Small Business Economics, 17*(1–2), 35–47.

Mateev, M., & Ivanov, K. (2011). Financing patterns of SMEs in South-Eastern Europe: Evidence from Bulgaria, Croatia, Romania, and Serbia. *Journal of Emerging Market Finance, 10*(2), 175–206.

Muritala, T. A., Awolaja, A. M., & Bako, Y. A. (2012). Impact of small and medium enterprises on economic growth and development. *American Journal of Business and Management, 1*(1), 18–22.

National Bureau of Statistics (NBS). (2021). *Micro, small and medium enterprises (MSMEs) survey report*. Abuja: NBS.

Nayak, R. K., & Suhan, S. A. (2019). Financial literacy, behavioral factors, and SME performance: Evidence from India. *Journal of Entrepreneurship in Emerging Economies, 11*(1), 38–65.

Njogo, B. O. (2010). Financial management and decision making in small business enterprises. *Nigerian Journal of Management Studies, 12*(1), 45–59.

Nwanyanwu, O. J. (2011). Microfinance in Nigeria: Problems and prospects. *African Research Review, 5*(2), 87–103.

Nwoko, N., Nkemakolam, E., & Okuma, F. (2019). SMEs financing and economic development in Nigeria. *Journal of Economics and Sustainable Development, 10*(4), 45–56.

Nwokolo, I. A., & Eze, O. R. (2021). Financial resilience of Nigerian SMEs in the COVID-19 era. *Journal of African Business, 22*(3), 456–474.

Nyankomo, M. E. (2014). Access to finance by SMEs in Tanzania: Constraints and the way forward. *Journal of Business Management Review, 5*(2), 47–59.

Obaji, N. O., Olugu, M. U., & Olufolabo, A. (2021). Assessing access to finance and fund allocation among SMEs in Nigeria. *African Journal of Economic Review, 9*(1), 27–45.

Obokoh, L. O., & Goldman, G. (2016). Infrastructure deficiency and the performance of small- and medium-sized enterprises in Nigeria's liberalised economy. *Acta Commercii, 16*(1), 1–10.

Ogunlela, Y. I. (2020). Challenges and survival strategies of SMEs in Nigeria. *Nigerian Journal of Management Sciences, 8*(2), 56–67.

Ogunleye, O. O., Adeyemo, S. A., & Yakubu, M. S. (2021). Strategic agility and performance of SMEs in Nigeria: The mediating role of resource management. *Journal of Small Business and Enterprise Development, 28*(6–7), 999–1018.

Ojo, O. (2009). Impact of microfinance on entrepreneurial development: The case of Nigeria. *Faculty of Management Sciences, University of Abuja*.

Okafor, F. O. (2020). Financial strategy and risk management for SMEs in Nigeria. *International Journal of Finance and Banking Research, 6*(4), 102–113.

Okoye, P. V. C., Akamobi, J. K., & Eze, O. R. (2022). Financing strategies and growth of small businesses in Nigeria. *International Journal of Economics and Management Sciences, 11*(1), 1–10.

Olawale, F., & Garwe, D. (2010). Obstacles to the growth of new SMEs in South Africa: A principal component analysis approach. *African Journal of Business Management, 4*(5), 729–738.

Olokoyo, F. O. (2011). Determinants of commercial banks' lending behavior in Nigeria. *International Journal of Financial Research, 2*(2), 61–72.

Oluwatobi, S., & Akinwale, Y. (2021). Business dynamics and survival of micro enterprises in Lagos, Nigeria. *Journal of Entrepreneurship and Business Innovation, 8*(1), 39–53.

Ong'olo, D., & Awino, S. (2013). SMEs development in the devolved governance system: Policy options for institutional and regulatory reforms in Kenya. *Private Sector Development Policy Note, World Bank.*

Oni, E. O., & Daniya, A. A. (2012). Development of small and medium scale enterprises: The role of government and other financial institutions. *Arabian Journal of Business and Management Review, 1*(7), 16–29.

Oni, E. O., Paiko, I. I., & Ormin, G. N. (2012). Assessment of the contribution of microfinance institutions to the development of small and medium scale enterprises in Nigeria. *Interdisciplinary Journal of Contemporary Research in Business, 3*(9), 1099–1110.

Onugu, B. A. (2020). Financing and development of micro enterprises in Nigeria: Issues and prospects. *African Journal of Management, 16*(2), 89–104.

Osei-Assibey, E., & Adusei, C. (2022). Financial mismanagement and the sustainability of small enterprises in Africa. *Small Business International Review, 6*(2), e479.

Owualah, S. I. (1999). *SMEs in Nigeria: Problems and prospects*. Lagos: G-Mag Investments.

Patrick, H. T. (1966). Financial development and economic growth in underdeveloped countries. *Economic Development and Cultural Change, 14*(2), 174–189.

Pauline, A. (2010). Access to finance for microenterprises in Nigeria. *Nigerian Journal of Economics, 8*(2), 44–59.

Rogers, M. (2014). The allocation of finance and firm growth. *Small Business Economics, 42*(1), 77–89.

Schumpeter, J. A. (1911). *The theory of economic development*. Harvard University Press.

SMEDAN & NBS. (2021). *MSME Survey Report 2021*. Abuja: Small and Medium Enterprises Development Agency of Nigeria & National Bureau of Statistics.

SMEDAN. (2021). *National survey of micro, small and medium enterprises (MSMEs) in Nigeria.* Small and Medium Enterprises Development Agency of Nigeria.

Stiglitz, J. E., & Weiss, A. (1981). Credit rationing in markets with imperfect information. *The American Economic Review, 71*(3), 393–410.

World Bank. (2023). *Nigeria development update: Seizing the opportunity*. Washington, DC: World Bank.

Yang, D., & Gao, X. (2022). The impact of social capital on SME financing: Evidence from China. *Journal of Asian Economics, 79,* 101433.

Zelalem, W., & Wubante, H. (2019). Financial projections and small business growth in Ethiopia. *International Journal of Economics and Business Research, 18*(2), 145–162.

6 st International Congress of Social Science, Innovation & Educational Technologies

Teaching Children Literature for Internalizing Culture and Tradition

Imron Wakhid Harits

Universitas Trunojoyo Madura

Muna Alfadlilah

Ivy English

Abstract

Teaching children's literature serves not only as a source of entertainment but also as an effective medium for education, character formation, and cultural preservation as well. This paper examines the role of children's stories, particularly folklore and traditional narratives, in internalizing cultural values and social norms among young readers. Depicting on perspectives from Hunt, Nikolajeva, and Zipes emphasizes how literature provides moral lessons, nurtures empathy, and strengthens social awareness through engaging narratives and symbolic representations. Folktales, as oral traditions, are highlighted as a cultural medium of that preserves identity, transmits collective memory, as well as virtues across generations. The next, children's literature fosters literacy, critical thinking, and emotional development, while offering mirrors for self-identity and windows into diverse experiences. In the context of globalization, the integration of literature into education is crucial for sustaining cultural heritage and building tolerant, reflective, and socially responsible individuals. Thus, teaching children's literature is not only an academic endeavor but also the strategic means of nurturing future generations with wisdom, cultural pride, and humanity.

Key words: children's literature, education, tradition, culture, self - identity

Introduction

Children's literature is not just a means of entertainment, but also has an important role as an educational medium. Related with education, children's literature as the formal subject in some degrees began at 1990's. Watkins in Hunts conveyed by the mid-1990s, a variety of courses in children's literature had developed in the USA, Britain, Canada, Australia and New Zealand, and the number of such courses continued to grow. Some of them were specifically literary in nature

and taught children's literature as another form of literature, although with an awareness of the dual nature of the child/adult readership. Others were literary within the context of an education degree course, or part of multi-disciplinary courses on, say, the history and construction of 'childhood' (1996, p.599). Further through interesting and imaginative stories, children are introduced to moral, social and cultural values from an early age. In each story, there are learning messages that build character, such as honesty, responsibility, cooperation, and empathy for others. In a gentle and easy-to-understand way, children's literature becomes an effective bridge to instill life values while expanding their horizons about the world around them. As an educational medium, children's literature also serves to help children's socialization process in society. Through characters and storylines, children learn to understand social roles, norms and the consequences of actions. These stories often feature everyday situations that are close to the child's world, making it easier for them to identify and understand the meaning of the experience. In addition, children's literature also introduces basic concepts such as cultural differences, tolerance, diversity, and the importance of protecting the environment, all of which form an early foundation in the character education process. Not only that, children's literature also plays a role in the development of literacy and critical thinking skills. Children who grow up reading from an early age tend to have better language, imagination and reasoning skills. Thus, children's literature not only educates morally, but also supports their overall cognitive and emotional development. This is the main strength of children's literature-it teaches without patronizing, educates in a fun way, and shapes character through stories that stick in the memory.

Children's literature is not only important for children, but also valuable for adults - whether as reading, discussion, or reflection (Hunt, 2: 2005). According to Hunt Although written for children, children's literature contains universal themes, such as moral values, inner conflict, identity, and humanity, that resonate with adult readers as well. Many children's stories convey complex messages in a simple form. In addition, children's literature is not a "low" or intellectually simple genre. It deserves to be critically analyzed in terms of narrative, ideology, cultural representation, and the educational value it contains. Therefore, it is an important ingredient in literary studies, education, and cultural studies. children's literature also contains and focuses on human values, critical education, and literacy-seeing children's literature as an important tool to form thinking, reflective, and socially sensitive human beings. connecting with Hunt's quote,

according to Imron Harits, children's stories must also consider themes that are in accordance with children's lives. Theme selection is important in children's stories because it considers socio-cultural, identity, and pedagogical aspects. Thus, children's stories do not only rely on interesting themes and storylines, but must also contain educational elements and reflect identity as a result of the child's socio-cultural process.

Nikolajeva's about Children's Literature in Education

Further, Nikolajeva (2014) stated that, constructed "child" has limited cognitive and affective skills as compared to an abstract,constructed "adult", and secondly, that this abstract child has limited life experience as compared to an abstract adult. This may not be the case for Children any concrete child or adult; further, drawing an aged-based boundary between the child and the adult is not only impossible but pointless. To put it slightly provocatively, it may be irrelevant and be counter - productive for the purpose of my study to know at exactly what age children can distinguish between fact and fiction, master deixis, understand other people's thoughts and feelings, or perceive irony. What is relevant is that we are not born with cognitive and affective skills, but they emerge and evolve during childhood and adolescence, at different stages and at different pace in different individuals. We know that a young brain is different from an adult brain, even though earlier claims that the brain stopped developing after adolescence have been proven incorrect (see O'Shea 2005; Blakemore & Frith 2005). We know that the most rapid and substantial changes in the brain occur during adolescence, which in itself is a concept hard to delineate. For the elementary facts about children's cognitive development I rely on basic sources (e.g. Bruner & Haste 1987; Goswami 2004, 2007; Eysenck & Keane 2013). I have not done any empirical research, and I do not build my argument on empirical research, mainly because there is so far none directly relevant to my argument. Thus, when I refer to readers, unless otherwise specified, I am referring to an abstract, constructed reader; an implied, inscribed, model, virtual, hypothetical reader mentioned above, a reader who is potentially equipped to make meaning out of a concrete text or a particular literary feature. This capacity has been described as literary competence (Culler 1975; Meek 1988; Nikolajeva 2010b). It does not necessarily follow that all "competent" readers will engage with texts similarly and to the same degree. Hunt in Nikolajeva (2003) stated about the narrative theory in the children literature based on Peter Hunt in Nikolajeva narrative theory is still taking its very first steps within children's literature criticism. It has repeatedly been pointed

out that while children's literature scholars may successfully borrow analytical tools from narratology for a systematic investigation of the various levels of narrative, we should be above all interested in a "children'sliterature-specific theory". Nikolajeva proposed the aspects in Children literature:

1. Structure
2. Characterization
3. Perspective
4. Temporality

Culture, Social Values, and the Tradition of Folktales

Children's literature cannot be separated from famous writers and philosophers related to children's literature. Jack Zipes in his book says that what is written through literary works not only provides an understanding of what happens in reality but also what happens from the psychological, economic, cultural, and other levels to free themselves from sociohistorical orders (2006: 2). Finally, there is an argument about the inevitability of character education in schools. Wynne (1992) states, "schools are and should be concerned with the morality of students. Any institution that cares for children or adolescents over an extended period of time, such as schools, inevitably influences the character of the children in its care" (p. 151). Many developmental theorists, such as Piaget, Kohlberg, and Vygotsky, emphasize that children continue to develop their moral codes during their school years, and character development, whether good or bad, will occur during this period. These developmental theorists and Wynne would agree that the literature students read will instill character traits in them unconsciously, even if this is never discussed or addressed directly in the classroom. However, schools would be wise to intentionally shape this development toward goodness by consciously using the existing curriculum for character education. (O'Sullivan, 2004: 641).

Cultural in Folklore

Folklore is closely related to the culture of the society in which it originates. They are mirrors that reflect a community's beliefs, customs, worldview and daily life. The characters,

settings and conflicts in folktales are often shaped by the cultural context depicting the local landscape, traditional dress, rituals and social structure. For example, many Indonesian folktales feature multiple cultures, showing the close relationship between people and so on. As such, folktales function not only as entertainment, but also as cultural texts that preserve and pass on identity and collective memory between generations. In the beginning, folklore and fairy tales were also according to Jack Zipes an intertwining of culture, tradition and social values. This makes the role of oral traditions such as folklore/fairy tales important as social identification. Folklore/fairy tales are the fruit of a society's cultural processes and experiences. That is why oral traditions are highly trusted and are told from one generation to the next (Harits, 131: 2016). In this context, folktales and fairy tales not only record the oral history of society, but also serve as an effective learning tool in shaping children's character and cultural awareness from an early age. Through symbols, characters and conflicts, oral traditions teach about moral consequences, virtues and the role of individuals in the community. The process of listening to and passing on these stories builds a sense of emotional attachment and collective identity among community members. Amidst the challenges of modernization and globalization, the preservation of oral traditions is becoming increasingly important as a form of protection for local wisdom and as an invaluable source of cultural knowledge. Folklore and fairy tales, then, live not only in stories, but also in the way people understand themselves and around them.

Social Values in Children Literature

Children's literature serves as an important form of learning medium to instill social values by infusing moral lessons, emotional insights, and cultural awareness into engaging narratives. Stories help children distinguish right from wrong while encouraging critical reflection on the consequences of actions. In addition, children's books increasingly embrace diversity and representation, offering a “mirror” for children to see themselves reflected and a “window” to understand the experiences of others. Literature that includes different cultures, family structures and identities fosters inclusivity and respect, helping to break stereotypes and expand social awareness. Children's stories and literature can encourage empathy and understanding by allowing children to explore perspectives different from their own. Through relatable characters, emotional journeys, and moral dilemmas, children learn to recognize and appreciate the feelings, challenges, and values of others. This exposure helps them develop a deeper sense of empathy, cultural

awareness, and the ability to connect with people from diverse backgrounds. These skills are not only important in forming healthy social relationships, but also play a role in building a strong character foundation from an early age. By understanding differences and celebrating diversity through stories, children can grow into tolerant, open-minded individuals with high social sensitivity in their daily lives.

This is in line with Nurgiyantoro's opinion (2013, p. 5), who explains that the models of life told through literary stories are metaphors, symbolizations, comparisons, or parables of real life. Or, conversely, real life can be found in parables, metaphors, or comparisons in literature. Stories in literature are created based on life experiences, observations, understanding, and appreciation of various real-life events in society. Children's books that have received awards certainly have advantages and better quality than other works. Similarly, their content undoubtedly contains noble values that can serve as examples for young readers. For instance, social values. Social values are considered very important, especially in the development of children's education. Social development is an achievement of maturity in the social relationships of early childhood. It can also be interpreted as the process of learning to adapt to group norms, morals, and traditions (Kartika, 2015, pp. 107-108).

Another of Social value, there is also personal values in child literary work pertain to elements that contribute to the formation of a child's individuality, encompassing values that facilitate self-understanding, identity construction, self-confidence enhancement, and emotional awareness development. These values include attributes such as responsibility, honesty, courage, empathy, and self-esteem. In child literary work, these values are expressed through characters, narratives, and themes, offering children reflective experiences that foster their personal and psychological development (Maftukhan, 2024 : 28). The above sentence shows that the personal value of children's literature can be seen from the attitudes of children reflected in children's stories.

Tradition in Folktales

Folktales are stories passed down orally from generation to generation without a specific author. In children's literature, folk tales are the richest and most natural source of literary material:

easy to memorize, full of symbols, and designed to educate and entertain. As part of children's literature, folk tales are not merely entertainment, but also a means of instilling moral values, national identity, and sparking imagination from an early age. Folktales are part of cultural heritage that not only offer entertainment, but also contain moral messages that can shape the character of the younger generation (Danandjaja, 2027). In Indonesia, folk tales such as “Malin Kundang,” “Bawang Merah Bawang Putih,” and “Si Kancil” have been passed down from generation to generation, carrying profound values of wisdom, honesty, and morality. As part of oral tradition, folk tales play a significant role in introducing social, cultural, and ethical norms to children. In the context of children's education, folk tales are not merely tools for entertainment and storytelling, but also a means of instilling values that shape their character. The learning process through stories allows children to understand the difference between good and bad, develop empathy, and strengthen emotional bonds with the characters and culture around them. According to Bandura's (1977) social learning theory, children learn through observation and imitation, and in this case, the characters in folk tales serve as models that influence their behavior. Additionally, folk tales introduce children to deep cultural values, which help build their cultural identity.

Santoso (2018) emphasizes that children who are introduced to folklore from an early age tend to have a sense of pride in their local culture. In the era of rapid globalization, the utilization of folk tales becomes increasingly important for preserving cultural identity while instilling attitudes of tolerance and appreciation for diversity. Therefore, this article aims to examine the role of folk tales in character development through a literary and psychological approach. By analyzing moral values, emotional influence, and cultural relevance in folk tales, this study seeks to provide a deeper understanding of how folk tales can be optimized in children's character education.

In the context of folklore, the main characters (both protagonists and antagonists) often become models that can be observed by listeners or readers. There are several main principles that can be applied. First, observational learning: children or communities who hear folk tales learn from the behavior of the characters in the story, how they resolve conflicts, fulfill moral duties, or face the consequences of their actions. Second, vicarious reinforcement: listeners or readers learn by observing whether the characters' actions in the story are rewarded or punished. If the characters are rewarded for doing good, this reinforces the belief that good behavior is worth emulating.

Third, modeling: characters in folk tales become social models that are imitated by society. For example, heroes in stories may be examples of courage, while antagonists who are punished can serve as moral warnings. In folk tales such as *Malin Kundang* in Indonesia, we can see how negative behavior (disobedience to one's mother) leads to punishment, reinforcing the moral message to listeners that being dutiful to one's parents is behavior that should be followed (Kusuma. 5: 2024).

Conclusion

Teaching children's literature is not merely about cultivating reading habits but also about shaping cultural awareness, moral values, and personal character. Through imaginative stories, folklore, and traditional tales, children gain access to lessons about empathy, responsibility, cooperation, and respect for diversity. Literature serves as both a mirror, reflecting their own identities, and a window, opening perspectives toward the lives of others. Folklore, in particular, plays a vital role in preserving collective memory and transmitting traditions, ensuring that cultural values endure across generations despite the pressures of modernization and globalization. By combining narrative enjoyment with educational purpose, children's literature becomes a powerful medium for character formation and cultural preservation. Ultimately, teaching children's literature should be viewed as an intentional act of nurturing not only literacy but also identity, social sensitivity, and pride in cultural heritage—equipping the younger generation to face the future with both wisdom and humanity.

REFERENCES

Bandura, A. (1977). Social learning theory . Englewood Cliffs, NJ: Prentice-Hall.

Danandjaja, James.(2007). Folklor Indonesia: Ilmu Gosip, Dongeng, dan Lain-lain. Jakarta: Grafiti Press.

Dewi, D., & Nurzaman, B. (2024). The Role of Folk Tales in the Formation of Children's Character: A Literature and Psychology Analysis. *Jurnal Jembatan Efektivitas Ilmu Dan Akhlak Ahlussunah Wal Jama'ah*, *5*(2), 84-91. https://doi.org/10.52188/jeas.v5i2.847 (Original work published November 6, 2024.

Harits, I. W. (2016). Rewriting Folktales: Children Literature Context, Adaptation, and Pedagogical Aspects: European and Madura Tales. In *The 4th Literary Studies Conference* (p. 130).

Hunt, P. (Ed.). (2006). *Understanding children's literature*. New York:Routledge.

Hunt, P. (2004). International Companion Encyclopedia of Children's Literature. New York: Routledge

Kartika, P.C. (2015). Meningkatkan Jiwa Sosial Anak Melalui Karya Sastra Berupa Dongeng (Kajian Sastra Anak). Stilistika, 8, 107-108.

Kusuma, D dan Nurzaman, B. (2024). Peran Cerita Rakyat terhadap Pembentukan Karakter Anak: Analisis Sastra dan Psikologi. Jendela Aswaja (JEAS), 5 (2), 84 - 91 : https://doi.org/10.52188/jeas.v5i2.847

Maftukhan, Muhammad, Muna Alfadlilah. The Existence of Personal Values in the Adventure of Dinoko and Dinoki 2022 by Imron W Haris: Child Literary Work Review. (2025). *Hasta Wiyata*, *7*(III), 27-37. https://doi.org/10.21776/

Nurgiyantoro, B. (2013). Sastra Anak: Pengantar Pemahaman Dunia Anak. Yogyakarta:Gadjah Mada University Press.

O'Sullivan, S. (2004). Books to Live by: Using Children's Literature for Character Education. *The Reading Teacher*, *57*(7), 640–645. http://www.jstor.org/stable/20205410

Santoso, H. (2018). Peran cerita rakyat dalam pembentukan identitas budaya anak. Jurnal Kebudayaan dan Masyarakat, 4(1), 34.

Zipes, Jack David. (2006). *Why Fairy Tales Stick: The Evolution and Relevance of A Genre.* Routledge.

6 st International Congress of Social Science, Innovation & Educational Technologies

ECOWAS AT 50: EVALUATING NIGERIA'S ROLE IN TRANSNATIONAL ROAD PROJECTS, BUSINESS ACTIVITIES AND REGIONAL INTEGRATION

KOLAWOLE A. ADESUYI, Ph.D[1].
Department of History and International Studies,
Lagos State University, Lagos, Nigeria
https://orcid.org/0009-0006-2400-0891

OLABODE O. KOLAWOLE [3]
Centre for Peace and Security Studies,
Lagos State University,
Ojo, Lagos State, Nigeria

OBIGWE OLUSOLA BETHEL [3]
Centre for Peace and Security Studies,
Lagos State University,
Ojo, Lagos State, Nigeria

Abstract

Nigeria's role in transnational projects, especially, in the area of road transport infrastructural projects has served as a catalyst for regional integration in the last five decades of her regional hegemon. Commentators had suggested the future of Africa might rest on the hegemonic role played by Nigeria. Since the organization was co-founded on May 28 1975, Nigeria had been playing a leadership role despite being accused of dominating; asserting her political will and economic might in the sub-region. Using a qualitative method that incudes historical analysis this study and data interpretation. The Primary data, through oral interviews from participants selected at ECOWAS secretariats and Nigeria institute of International Affairs (NIIA), based on their willingness to divulge information useful to the study. Secondary information, drawn from books, journals, thesis and reports to provide context and empirical analysis of the study. This work examines ECOWAS road transport developmental projects in the sub-region, the hegemonic politics and effort made by various Nigerian governments to further integrate the regions in the mix of present members' ideological differences. Finding and reflection of its existence was full of challenges, like unhealthy rivalry, fear of domination and colonial hangout among others. The Nigeria's foreign policy toward effective road transport, forestall economic development of members' state and has shaped the security complexity of the sub-region. This study concludes that, Nigeria has made meaningful impacts towards transnational road projects and has led to improved regional connectivity, economic growth, social development and job creation to mention a few. This study submits that the concept 'Development' in a state is centered on road connectivity and networks, this should remain the major focus of the ECOWAS to drive socio- economic development of the region, as citizens still suffer unbelievable hardship during trans-border transit.

Keywords: ECOWAS, Nigeria, Road Transportation, Regional Integration, Development

1. Introduction

Over the last fifty years, Nigeria has shown a strong commitment to regional development and integration by actively participating in and leading transnational projects in the West African sub-region. A key part of this effort is its strategic role in infrastructure projects, particularly those focused on road transport. As a founding member and a major player in the Economic Community of West African States (ECOWAS), Nigeria often finds itself in the spotlight, receiving both accolades and criticism. Some observers believe that Nigeria's assertive stance in the region has fueled growth and integration, while others warn that this dominance can sometimes create tension with smaller member states (Adebajo, 2002; Bach, 2007).

The creation of ECOWAS on May 28, 1975, was a pivotal moment for fostering economic cooperation and regional integration in West Africa. As one of the main architects of this organization, Nigeria has maintained significant influence over its direction and activities. This influence is evident in political, economic, and infrastructural areas, where various Nigerian governments have made cross-border transport projects a priority to enhance regional development and connectivity (Olukoshi, 2001). These transport initiatives go beyond just being physical developments; they serve as strategic tools to facilitate the movement of goods, services, and people throughout the sub-region.

Road transport, in particular, has been central to ECOWAS's regional agenda, given its critical role in enabling economic interaction, social engagement, and political cooperation among member states. According to Asante (1997), effective transport networks are fundamental to the realization of regional integration goals, especially in developing regions where infrastructural deficits impede progress. Nigeria, recognizing this importance, has heavily invested in various road projects, including the Lagos-Abidjan corridor, which is aimed at enhancing trade and fostering regional cohesion. The commitment of Nigeria to such initiatives underscores its broader foreign policy goals that align with regional economic advancement and peacebuilding.

Nigeria has taken the lead, however there have been several obstacles in the subregion's path to developing road infrastructure. These include fear of dominance, political instability, ideological differences among member nations, and colonial legacies that still influence national perspectives and regional collaboration. Unified infrastructure projects are now more complicated due to the issue of conflicting political orientations and overlapping allegiances to previous colonial countries (Bach, 2014). Furthermore, misgivings about Nigeria's hegemonic aspirations have periodically weakened group efforts, causing conflicts that postpone or impede regional projects.

Nonetheless, Nigeria's involvement in transnational road projects has yielded significant socio-economic dividends. According to ECOWAS (2022) reports, improved road networks have enhanced inter-state trade, reduced transportation costs, and opened up remote regions to development opportunities. These outcomes align with the concept of 'development' as not merely economic growth but also enhanced connectivity, mobility, and access to services. The

employment opportunities generated during road construction and maintenance phases further highlight the broader social implications of such infrastructural projects (Akinyemi & Ukeje, 2020).

This paper argues that the future of ECOWAS and West African integration lies in sustaining and expanding transport infrastructure, especially road networks. Nigeria's continued leadership in this domain remains crucial. As the study will show, qualitative methods such as historical and empirical analyses backed by primary data from interviews conducted at ECOWAS and the Nigerian Institute of International Affairs (NIIA) reveal the nuances of Nigeria's foreign policy strategy. Ultimately, this paper contends that to truly achieve development across the region, ECOWAS must prioritize regional connectivity as a linchpin of integration and transformation.

2. Conceptual and Theoretical Framework

2.1 Conceptualizing Hegemony and Regional Integration

Hegemony, when we talk about international relations, is all about one state taking the lead, either in a specific region or on a global scale. This dominance often comes through economic, political, and military influence. Antonio Gramsci, one of the first thinkers to dive into the idea of hegemony, described it as a form of ideological leadership that becomes accepted by those in subordinate positions (Gramsci, 1971). In today's world of international politics, hegemony is also seen as a stabilizing force, especially when the leading state offers public goods like security and infrastructure to keep order in the system (Keohane, 1984).

Nigeria's actions in West Africa, particularly within ECOWAS, reflect this idea, as it takes on a leadership role to promote regional development. Nigeria's position as a hegemon in ECOWAS is influenced by its large population, military capabilities, and a relatively strong economy. These factors have enabled it to take the lead in sub-regional matters, often driving the agenda for collective efforts (Bach, 2007). However, this role hasn't come without its critics; smaller member states often express concerns about being overshadowed and marginalized. The notion of benevolent hegemony, where the dominant state acts in the best interest of others, is put to the test with Nigeria's involvement in regional initiatives like road transport infrastructure.

Regional integration, on the other hand, refers to the process through which neighboring states voluntarily align policies, institutions, and infrastructure to enhance economic and political cooperation. ECOWAS was founded with this purpose, aiming to promote economic integration through the creation of a common market and shared development strategies (Asante, 1997). Nigeria's infrastructural leadership is thus part of broader integration efforts, albeit filtered through a hegemonic lens.

While regional integration seeks to eliminate trade barriers, harmonize regulations, and promote physical interconnectivity, the success of such efforts often hinges on the initiative and consistency of a dominant state (Adebajo, 2002). Nigeria's provision of resources and diplomatic influence

has been instrumental in sustaining ECOWAS's operations, especially during crises and infrastructure initiatives. This duality of leadership and integration forms the bedrock of the West African regionalist project.

Thus, the concept of hegemony and integration are not mutually exclusive; rather, they are interdependent in contexts like West Africa. Nigeria's leadership, when constructively directed, facilitates integration by reducing transaction costs and coordinating policies among fragmented states. Yet, balancing leadership with inclusiveness remains a significant challenge in managing regional cooperation.

2.2 Theoretical Perspectives: Regionalism and Hegemonic Stability Theory

The theory of regionalism is premised on the belief that cooperation among geographically proximate states can enhance their collective capacity for growth, security, and development. Scholars such as Nye (1971) and Haas (1958) argued that regionalism provides an avenue for pooling sovereignty to address common challenges. In the context of ECOWAS, regionalism explains the voluntary association of West African states to achieve shared economic and infrastructural goals. Nigeria's active participation reflects both a commitment to and leadership in this theoretical framework.

The concept of new regionalism, which came onto the scene in the 1990s, highlights the complex and multifaceted nature of regional integration by weaving together economic, political, and social threads. This approach indicates that regional integration isn't solely driven by governments; it also involves civil society, private entities, and supranational organizations (Söderbaum, 2004). Nigeria's involvement in road development showcases both traditional and contemporary regionalism, as it embodies state-led collaboration while addressing wider societal needs like mobility, trade, and security.

Hegemonic Stability Theory (HST) offers an additional perspective for understanding Nigeria's leadership role. According to this theory, a stable international (or regional) environment is more achievable when one dominant player takes on the responsibility of upholding rules and order (Kindleberger, 1973). Viewed through this lens, Nigeria's influential position in ECOWAS is seen as a stabilizing element that promotes infrastructural coordination and manages conflicts, especially in road transport initiatives.

However, critics of HST argue that hegemony can lead to asymmetries in decision-making and benefit distribution, thereby undermining regional legitimacy. In the ECOWAS context, Nigeria's dominance sometimes triggers resistance from smaller states who perceive the hegemon as self-serving (Bach, 2014). This tension highlights the paradox of leadership: while necessary for cohesion, excessive dominance can fracture trust and unity.

Both regionalism and Hegemonic Stability Theory converge in explaining Nigeria's influence within ECOWAS. The former justifies the institutional framework of collaboration, while the latter

clarifies the role of leadership in maintaining that collaboration. Understanding these theories is essential in unpacking the dynamics of Nigeria-led infrastructural development and its implications for sustainable integration in West Africa.

2.3 Concept of Development and Infrastructure in West Africa

Development, particularly in the African context, transcends economic growth to include social transformation, improved living standards, access to basic amenities, and infrastructural advancement. According to Sen (1999), development is the expansion of freedoms and capabilities, and not merely GDP increase. In West Africa, road infrastructure plays a pivotal role in this broader development paradigm, facilitating access to healthcare, education, trade, and cultural exchange across borders.

Infrastructure, especially roads, is a foundational component of regional development. It connects markets, reduces transportation costs, improves access to social services, and fosters inclusive growth. In West Africa, the absence or poor state of road networks remains a critical obstacle to regional integration and economic prosperity (UNECA, 2015). Nigeria's investment in transnational road corridors like the Lagos–Dakar highway demonstrates a recognition of infrastructure as a development catalyst.

The African Development Bank (AfDB, 2019) has consistently emphasized the correlation between infrastructural development and regional competitiveness. Poor transport infrastructure in West Africa contributes to high logistics costs, limited mobility, and delays in goods delivery, all of which undermine economic potential. Nigeria's strategic position and economic capacity make it a key player in reversing this trend by championing road transport development.

Furthermore, infrastructure has significant political and security implications. In regions plagued by instability and underdevelopment, road connectivity can foster cooperation, surveillance, and rapid response to threats. Nigeria's efforts in facilitating road transport within ECOWAS are not merely economic they also represent tools for political stability and regional peacekeeping, given the movement of peacekeepers and aid across borders (Ukeje & Mvukiyehe, 2003).

The concept of development in West Africa is inseparable from infrastructure, particularly road transport. Nigeria's leadership in this domain contributes not just to economic output, but to regional stability, social cohesion, and human development. Therefore, prioritizing road networks is both a strategic and humanitarian imperative for ECOWAS, especially if it seeks to reduce poverty and enhance interdependence among its member states.

3. Methodology

This study adopted a qualitative research methodology, which enabled an in-depth exploration of Nigeria's hegemonic role in ECOWAS road transport infrastructural projects and their implications for regional integration. The research was anchored in historical analysis and

interpretive methods, allowing the researcher to trace the trajectory of Nigeria's leadership and contributions to transnational development projects from ECOWAS's inception in 1975 to the present. The qualitative approach was particularly suitable for capturing the complex interplay of political dominance, ideological tensions, and regional aspirations within the sub-region. It provided the flexibility to interpret patterns, assess socio-political motivations, and evaluate the broader context of integration efforts shaped by Nigeria's foreign policy objectives.

Primary data were collected through oral interviews with purposively selected participants from two key institutions: the ECOWAS Secretariat and the Nigerian Institute of International Affairs (NIIA). The selection was based on participants' willingness and capacity to provide rich, relevant insights into the topic. These interviews offered firsthand perspectives on Nigeria's involvement in road projects and the internal dynamics within ECOWAS. In addition, secondary data were drawn from a wide range of books, academic journals, research theses, policy reports, and ECOWAS documents. These sources provided contextual background and empirical analysis, enabling triangulation and validation of data obtained from the interviews. Together, the methodological approach ensured a comprehensive understanding of the subject matter, highlighting both the achievements and limitations of Nigeria's hegemonic engagement in West Africa's road infrastructure development.

4. Historical Context of Nigeria's Role in ECOWAS

The Economic Community of West African States (ECOWAS) was established on May 28, 1975, through the signing of the Treaty of Lagos by 15 West African countries. Its primary objective was to foster economic integration, regional cooperation, and development among member states through the creation of a common market and harmonization of economic policies (ECOWAS, 2015). The formation of ECOWAS was driven by the need to overcome the challenges posed by colonial-era borders, economic fragmentation, and trade barriers that hindered intra-African collaboration. The organization was also designed to promote regional peace, stability, and collective self-reliance in an increasingly interdependent world (Olayiwola & Oyegunle, 2020). From inception, Nigeria played a central role in ECOWAS's formation, leveraging its geographic size, demographic weight, and diplomatic influence.

As the most populous country in Africa and one of the largest economies in the sub-region, Nigeria's political and economic leadership within ECOWAS has been evident through both its financial contributions and diplomatic engagement. Nigeria has historically contributed over 40% of the ECOWAS budget and has hosted key ECOWAS meetings and institutions, including the ECOWAS Fund for Cooperation, Compensation, and Development (Akinyemi, 2019). In times of political unrest in member states such as Liberia, Sierra Leone, and The Gambia Nigeria has often provided troops, logistical support, and funding under the ECOWAS Monitoring Group (ECOMOG) and other intervention frameworks. This assertive foreign policy stance is rooted in Nigeria's strategic interest in regional stability, economic leadership, and continental diplomacy (Ogunnubi & Okeke-Uzodike, 2016).

However, Nigeria's dominant role has not gone without criticism and mixed perceptions among other ECOWAS members. Smaller nations often view Nigeria's leadership with suspicion, interpreting its involvement as an attempt to exert control rather than foster mutual development. While Nigeria's contributions are essential to the functioning of ECOWAS, critics argue that the country sometimes acts unilaterally or pushes policies that disproportionately benefit its national interests (Oloruntoba, 2021). For example, Nigeria's unilateral border closures in 2019 ostensibly to curb smuggling and protect local industries drew criticism from ECOWAS members who viewed the move as contrary to the spirit of regional cooperation and free movement protocols (Adewale, 2020).

Moreover, Nigeria's hegemonic posture has occasionally sparked diplomatic tensions, especially when other member states perceive an imbalance in power or decision-making within ECOWAS structures. Although Nigeria has provided substantial resources for infrastructural projects, such as the Lagos–Dakar corridor and other regional transport initiatives, its leadership is sometimes seen as overbearing, particularly when domestic instability or inconsistent foreign policy undermines its credibility (Fagbayibo, 2018). The leadership challenge is compounded by Nigeria's own internal contradictions corruption, infrastructural deficits, and security issues which often cast doubts on its capacity to serve as a model for regional development.

Despite these criticisms, Nigeria's involvement in ECOWAS remains indispensable. Its strategic investments in transnational road transport projects, trade liberalization, and conflict resolution continue to anchor the regional bloc. As the organization evolves to confront modern challenges ranging from terrorism and migration to climate change and youth unemployment Nigeria's role must also adapt, balancing leadership with inclusivity and shared governance. A transparent, consultative approach is key to dispelling fears of domination and reinforcing ECOWAS's founding vision of a unified and prosperous West African region (Bach, 2020).

5. ECOWAS Road Transport Infrastructure Development

5.1 Key Transnational Road Projects

One of the most ambitious transport integration initiatives under ECOWAS is the Lagos–Abidjan Corridor, a transnational highway stretching across Nigeria, Benin, Togo, Ghana, and Côte d'Ivoire. Designed to enhance connectivity, trade, and integration, the corridor spans over 1,000 kilometers, providing a vital link between key West African economic hubs (UNECA, 2018). This project aligns with ECOWAS's broader goal of establishing seamless road transport routes among member states to facilitate regional commerce and mobility.

Within Nigeria, the Lagos segment is especially crucial due to its status as a commercial capital and port city. Adesuyi, Olubomehin, and Adeyemi-Suenu (2023) highlight the critical role of transport unions such as the NURTW, which operate across thousands of motor parks in Lagos and manage both domestic and trans-border transport services. These motor parks serve as the operational backbone for many road transport operators who utilize the corridor for cross-border

movements. Their existence reinforces the grassroots infrastructure supporting regional connectivity.

The historical development of these motor parks is also significant. As early as the 1950s, colonial authorities in Nigeria attempted to regulate road transport activities by creating designated motor parks to prevent congestion and disorder (Albert, 2007). The post-colonial era witnessed further expansion, especially with the formal emergence of the NURTW in 1978, which brought more organization to the sector. These developments laid the groundwork for Nigeria's present capacity to participate in regional road networks.

In practical terms, the Lagos–Abidjan highway supports ECOWAS's Free Movement Protocol and the ECOWAS Trade Liberalization Scheme (ETLS) by reducing transit barriers and improving logistics. According to Akinyemi and Ukeje (2020), road corridors such as this serve as economic arteries, fostering integration through easier access to markets, labor, and services. The corridor also aids humanitarian missions, tourism, and regional peacekeeping.

Thus, the development and maintenance of transnational roads require not just multilateral cooperation but robust national infrastructure. Nigeria's historical investment in organized motor parks, route mapping, and union-led transport management have positioned it to anchor these cross-border projects effectively. The Lagos–Abidjan Corridor exemplifies how local and regional systems can intersect to achieve broader continental goals.

5.2 Nigeria's Investment and Contributions

Nigeria's contributions to ECOWAS road infrastructure development are both strategic and foundational. As the largest economy in West Africa, Nigeria has historically played a leading role in funding and implementing sub-regional initiatives. This includes direct financial investment in ECOWAS projects, policy leadership in transport liberalization, and infrastructure development through national and state governments (Ogunnubi & Okeke-Uzodike, 2016). Nigeria's Ministry of Works and Transport has consistently prioritized highway expansion to complement regional transport frameworks.

One of Nigeria's major indirect contributions comes through the organizational efforts of its national transport unions. Adesuyi et al. (2023) explain that the NURTW, with its administrative structures across all 36 states and the FCT, coordinates inter-state and trans-border passenger and freight movement. By regulating routes, collecting fees, and enforcing discipline within the sector, the union provides essential transport logistics that align with ECOWAS objectives.

Additionally, Nigeria has committed resources to regional road development through multilateral arrangements. For instance, the country plays a leading role in the ECOWAS Infrastructure Development Programme (PID), which seeks to construct and rehabilitate roads, bridges, and border facilities across member states (AfDB, 2020). These efforts have resulted in significant

progress on projects like the Abidjan–Lagos highway and other feeder roads linking the Sahel to the coast.

Furthermore, Lagos State, as a gateway to West Africa, has made independent infrastructural investments that complement regional road systems. From the construction of new loading bays to the regulation of long-distance bus terminals, Lagos has served as a model for transport coordination. These localized developments, supported by NURTW branches and state government authorities, serve broader regional integration efforts (Albert, 2007; Olubomehin, 2012).

Ultimately, Nigeria's investment in ECOWAS transport development is not limited to funding but extends to logistics coordination, policy formulation, and institutional support. Through a combination of governmental initiatives and union-led grassroots operations, Nigeria has anchored its role as the sub-region's infrastructural engine, laying the foundation for sustained regional connectivity.

5.3 Implementation Challenges and Delays

The implementation of ECOWAS road projects has been fraught with difficulties, despite Nigeria's active participation. The absence of coordination among federal, state, and union players is a recurring problem. Despite the NURTW's regulatory function, there are ongoing complaints of conflicting duties, money theft, and badly maintained infrastructure (Adesuyi et al., 2023). These internal inefficiencies cause bottlenecks at key nodes, such as the borders of Seme and Idiroko, which hinder the smooth implementation of cross-border transportation projects.

Political interference and the informal control of transport hubs have also posed obstacles. Albert (2007) observes that many motor parks in Lagos and Ibadan are managed by powerful union factions with political ties, often bypassing formal state regulations. This environment creates instability, delays policy implementation, and undermines efforts to professionalize the road transport sector. In a regional context, such informality can compromise Nigeria's capacity to uphold ECOWAS transport protocols.

Furthermore, frequent strikes, extortion at roadblocks, and unofficial tolls undermine the efficiency of regional transport corridors. Road users, particularly commercial drivers, report consistent harassment by security agencies and multiple layers of non-state actors extracting illegal fees (UNECA, 2018). These factors increase the cost of transportation and reduce the competitiveness of ECOWAS corridors.

Infrastructure decay is another pressing issue. While significant investment has been made in road construction, poor maintenance culture has led to the rapid deterioration of many highway segments. Akinyemi and Ukeje (2020) note that unless mechanisms for long-term maintenance and accountability are institutionalized, road projects will continue to underperform. Nigeria's

leadership in ECOWAS must therefore go beyond construction to include sustainable policy enforcement and capacity-building.

The promise of regional road transport development is limited by governance issues, politicization, and infrastructural inefficiencies within Nigeria. Overcoming these obstacles requires a reorientation toward transparency, interagency collaboration, and institutional reform both at the national and regional levels.

6. Discussion

6.1 Regional Connectivity as a Driver of Development

In the context of West Africa, regional connectivity particularly through road infrastructure remains a powerful catalyst for economic development, social integration, and regional solidarity. Efficient transport networks reduce the cost of doing business, encourage investment, and facilitate the mobility of labor and goods across national borders (UNECA, 2018). Projects such as the Lagos–Abidjan corridor and the Trans–West African Highway are more than physical linkages; they represent instruments of regional transformation. Nigeria, due to its strategic location and transport dominance, plays a pivotal role in ensuring that these connections translate into development outcomes.

The importance of connectivity is particularly relevant for landlocked ECOWAS member states like Mali and Niger, which rely on coastal nations like Nigeria for access to markets and ports. Improved road networks not only reduce transaction costs but also enhance access to healthcare, education, and emergency services, contributing to broader human development indicators (Akinyemi & Ukeje, 2020). For example, inter-state roads have enabled rural farmers to access urban markets, improving their incomes and livelihood security.

Transport unions like the National Union of Road Transport Workers (NURTW) further reinforce regional connectivity by coordinating inter-state passenger and freight services. Adesuyi, Olubomehin, and Adeyemi-Suenu (2023) show how structured union activities from licensing to fare regulation have enhanced route efficiency and reliability. These grassroots mechanisms form an invisible infrastructure that supports ECOWAS's lofty regional development goals.

Regional connectivity also contributes to peacebuilding by fostering socio-cultural exchange and reducing isolationist sentiments. In diverse societies like those found in West Africa, improved mobility enables cross-border collaboration and inter-ethnic interactions that counter divisive nationalism (Bach, 2020). Nigeria's large diaspora across neighboring countries exemplifies how roads serve as lifelines of integration.

Therefore, road transport is both a developmental tool and a unifying force in the ECOWAS region. Nigeria's infrastructural leadership and logistic capacity are key to harnessing this

potential, making it imperative for the country to continually invest in quality road systems and institutional reforms to facilitate seamless regional mobility.

6.2 Security Complexities and Nigeria's Foreign Policy Goals

Regional road transport infrastructure exists within a broader geopolitical and security context. In recent years, road corridors have become strategic sites not only for commerce but also for security operations. Issues such as terrorism, cross-border banditry, smuggling, and human trafficking challenge the security of ECOWAS roads, compelling Nigeria to integrate security objectives into its foreign policy strategies (Ogunnubi & Okeke-Uzodike, 2016).

Nigeria's foreign policy, historically Afrocentric, emphasizes regional stability and economic cooperation. This is evident in its military interventions under ECOWAS Monitoring Group (ECOMOG) and its continued support for multilateral frameworks to manage regional conflicts. However, the porosity of borders and the vulnerability of road transport routes have necessitated a stronger focus on security integration. For instance, the Lagos–Seme–Cotonou road has been frequently used for illicit trade, prompting Nigeria to tighten border controls actions which at times contradict ECOWAS free movement protocols (Adewale, 2020).

Security complexities are also amplified by weak coordination among border enforcement agencies. Corruption, inadequate technology, and poor intelligence-sharing mechanisms create blind spots in regional security. As such, infrastructural development must be accompanied by investment in security systems such as surveillance cameras, joint patrols, and digital tracking to ensure the safety of passengers and freight.

Furthermore, Nigeria's security concerns often dictate its engagement with ECOWAS road projects. While Nigeria may support the construction of roads, it also insists on mechanisms that prevent these roads from becoming channels for insecurity. This dual concern reflects the balancing act in Nigeria's foreign policy between promoting integration and ensuring national security (Fagbayibo, 2018).

Regional transport development cannot be divorced from security imperatives. Nigeria's foreign policy must therefore continue to promote infrastructure as a development tool while ensuring that security remains a top priority in ECOWAS regional mobility frameworks.

6.3 Regional Rivalry, Colonial Hangovers, and Cooperation Fatigue

One of the persistent undercurrents in West African integration is the presence of regional rivalry and postcolonial fragmentation. ECOWAS comprises 15 countries with different colonial legacies, official languages, legal systems, and economic capacities. Francophone countries, led by Côte d'Ivoire and Senegal, have historically perceived Nigeria's anglophone-led leadership as domineering. This perception has sometimes translated into resistance against Nigerian-backed proposals and projects (Bach, 2014).

The lingering influence of former colonial powers also complicates integration efforts. For instance, France maintains economic and military influence over many of its former colonies in West Africa. This affects the level of commitment some member states show toward collective ECOWAS policies, particularly those that may challenge their bilateral ties with France or other Western powers (Oloruntoba, 2021). Nigeria, by contrast, advocates for African self-reliance and often pushes for policies that reduce external dependence, thereby deepening ideological divides.

This fragmentation leads to what we call cooperation fatigue, where member states start to doubt the viability of integration due to slow progress and perceived inequalities. Conflicts over leadership, funding, and the timelines for project implementation can erode trust and stall essential infrastructure projects. While Nigeria plays a crucial financial and political role, this sometimes breeds suspicion instead of appreciation, particularly when its domestic policies are inconsistent (Adebajo, 2002).

Nonetheless, Nigeria has made efforts to bridge these divides through diplomatic engagement, infrastructure diplomacy, and financial support. However, these efforts must be accompanied by broader structural reforms within ECOWAS, including equal representation, inclusive decision-making, and improved project transparency. Only then can regional road projects be seen as truly cooperative ventures rather than hegemonic impositions.

Ultimately, overcoming regional rivalry and colonial baggage requires a deliberate cultural and political reorientation. Nigeria must continue to lead by example, but in ways that empower rather than overshadow other member states. Regionalism must be rooted in equity, mutual respect, and shared visions.

7. Conclusion and Recommendations

7.1 Summary of Findings

This study has examined Nigeria's hegemonic role in ECOWAS road transport infrastructure development and its impact on regional integration. Using qualitative methods supported by oral interviews and archival data, it has been established that Nigeria plays a central role in promoting transnational road projects such as the Lagos–Abidjan corridor. Nigeria's contributions through funding, union regulation, and institutional leadership have driven efforts to reduce regional disconnection and promote economic integration.

The findings show that Nigeria's strategic use of transport unions such as NURTW has reinforced its logistical dominance in the sub-region. However, implementation of ECOWAS road projects has faced significant obstacles, including internal governance challenges, politicization of transport unions, poor inter-agency coordination, and external geopolitical factors. Insecurity, colonial hangovers, and lack of cooperation from some member states also complicate regional integration.

Nigeria's role remains indispensable to the future of ECOWAS. Its leadership has enabled progress in trade liberalization, mobility, and socio-economic development. However, this leadership must be recalibrated to foster inclusiveness, transparency, and long-term sustainability of road infrastructure projects.

7.2 Policy Recommendations for ECOWAS and Member States

1. **Institutional Reform**: ECOWAS must adopt a more inclusive and transparent institutional model that accommodates smaller member states in leadership roles, encouraging shared ownership of regional projects.
2. **Security Integration**: There is a need for harmonized border security systems, including biometric surveillance and joint patrols, to secure transnational highways and enhance user confidence.
3. **Infrastructure Maintenance Funds**: ECOWAS should establish a dedicated maintenance and monitoring fund to ensure sustainability of roads beyond initial construction.
4. **Union-Government Partnership**: National governments, particularly Nigeria, must institutionalize mechanisms to ensure transport unions like the NURTW are accountable, regulated, and professionalized.
5. **Public Engagement and Advocacy**: Regional road transport policies must include robust stakeholder consultations, involving local communities, drivers, and civil society to ensure collective buy-in and reduce resistance.

7.3 Areas for Further Research

Future studies should investigate the economic impact of ECOWAS road projects on marginalized groups such as women traders, rural transporters, and border communities. There is also a need to explore digital transformation in transport management, particularly how emerging technologies can enhance efficiency and transparency in cross-border logistics. Finally, comparative regionalism studies between ECOWAS and blocs such as the East African Community (EAC) can offer lessons on how to improve institutional cohesion and infrastructural implementation.

References

Adebajo, A. (2002). Building peace in West Africa: Liberia, Sierra Leone, and Guinea-Bissau. International Peace Academy.

Adewale, A. (2020). Nigeria's border closure and the contradiction of ECOWAS regional integration agenda. Journal of African Foreign Affairs, 7(1), 55–75.

Adesuyi, K. A., Olubomehin, O. O., & Adeyemi-Suenu, A. (2023). The administrative structure and organs of the National Union of Road Transport Workers (NURTW) as a trade union. Ọ̀pádàbàtà: Journal of African Studies, 9(1), 180–194.

African Development Bank. (2019). West Africa economic outlook 2019: Regional integration for Africa's economic prosperity. AfDB.

AfDB. (2020). Abidjan–Lagos Corridor Highway Development Project. African Development Bank.

Akinyemi, B., & Ukeje, C. (2020). Infrastructure and regional integration in West Africa: A review of ECOWAS transport projects. African Journal of Development Studies, 10(3), 45–59.

Albert, I. O. (2007). Between state and transport union: NURTW and the politics of managing public motor parks in Ibadan and Lagos. In Fourchard, L. (Ed.), Gouverner les villes d'Afrique: Etat, gouvernement local et acteurs privés (pp. 125–138). Paris: Karthala.

Asante, S. K. B. (1997). Regionalism and Africa's development: Expectations, reality and challenges. Macmillan.

Bach, D. C. (2007). Nigeria's manifest destiny in West Africa: Dominance without power. Africa Spectrum, 42(2), 301–321.

Bach, D. C. (2014). Regionalism in Africa: Genealogies, institutions and trans-state networks. Routledge.

Bach, D. C. (2020). Regionalism in Africa revisited: ECOWAS at 45. African Affairs, 119(476), 415–435. https://doi.org/10.1093/afraf/adaa024

Coleman, J. S. (1965). Nigeria: Background to nationalism. University of California Press.

ECOWAS Commission. (2015). History and principles of ECOWAS. Abuja: ECOWAS Secretariat.

ECOWAS Commission. (2022). Annual report 2022. Abuja: ECOWAS Secretariat.

Fagbayibo, B. (2018). Nigeria's role in ECOWAS: Deliberate leader or reluctant hegemon? African Journal of International Affairs, 21(1), 93–112.

Gramsci, A. (1971). Selections from the prison notebooks (Q. Hoare & G. Nowell Smith, Eds.). International Publishers.

Haas, E. B. (1958). The uniting of Europe: Political, social, and economic forces, 1950–1957. Stanford University Press.

Hawkins, E. K. (1958). Road transport in Nigeria: A study of African enterprise. Oxford University Press.

Keohane, R. O. (1984). After hegemony: Cooperation and discord in the world political economy. Princeton University Press.

Kindleberger, C. P. (1973). The world in depression, 1929–1939. University of California Press.

NaI: CoMCoL 1, 3852. (1954). Model Motor Parks Bye-laws, Western Regional Local Government Law of 1952.

NURTW. (2003). Constitution of the National Union of Road Transport Workers (NURTW). Lagos: NURTW.

NURTW. (2013). My road: A biography of Alhaji Majeed Aderibigbe Bakare, pioneer president of NURTW 1978–1982. Lagos: Eckleapse Communications and Marketing Services.

Nye, J. S. (1971). Peace in parts: Integration and conflict in regional organization. Little, Brown.

Ogunnubi, O., & Okeke-Uzodike, U. (2016). Can Nigeria be Africa's hegemon? African Security Review, 25(2), 110–128. https://doi.org/10.1080/10246029.2016.1149413

Ogunremi, G. O. (1978). The Nigerian motor transport union strike of 1937. Journal of the Historical Society of Nigeria, 9(2), 127–144.

Olubomehin, O. O. (2012). The Nigerian motor transporters since the 1920s. International Journal of Humanities and Social Science, 2(12), 230–237.

Olayiwola, A., & Oyegunle, A. (2020). Regional integration in West Africa: Revisiting the ECOWAS protocols. African Journal of Governance and Development, 9(1), 45–61.

Oloruntoba, S. O. (2021). Hegemony and regional integration: Nigeria in the ECOWAS project. South African Journal of International Affairs, 28(3), 321–338. https://doi.org/10.1080/10220461.2021.1933445

Osaghe, M. (1972). Benin City motor terminal and their spheres of influence. In Adesanya, A. M., Location and design of intercity passenger terminal: A case of Abeokuta, 12.

Sen, A. (1999). Development as freedom. Alfred A. Knopf.

Söderbaum, F. (2004). The political economy of regionalism: The case of Southern Africa. Palgrave Macmillan.

UNECA. (2015). West Africa regional integration: Achievements and challenges. Addis Ababa: United Nations Economic Commission for Africa.

UNECA. (2018). Transport and trade facilitation in West Africa: An analysis of ECOWAS corridors. Addis Ababa: UNECA.

Webb, S., & Webb, B. (1965). The history of trade unionism. New York: Augustus M. Kelley.

THE ROLE OF ROLE PLAYING GAMES IN THE DEVELOPMENT OF STUDENTS' CREATIVE THINKING IN THE TEACHING OF FINE ARTS

TƏSVİRİ SƏNƏT FƏNNİNİN TƏDRİSİNDƏ ROLLU OYUNLARIN ŞAGİRDLƏRİN YARADICI DÜŞÜNCƏLƏRİNİN İNKİŞAFINDA ROLU

Emil Raul oğlu Ağayev

Teacher of the subject combination commission "Art and physical education" of the Azerbaijan State Pedagogical College under the Azerbaijan State Pedagogical University

ORCID: 0000-0001-9354-0839

Emilaghayev93@mail.ru

Xülasə. Müasir təhsil metodlarından biri orta məktəblərdə hər bir fənnin tədrisində rollu oyunların tətbiqidir. Təsviri incəsənət fənninin tədrisində rollu oyunlar yaradıcı proseslərə müxtəlif yanaşmaların tətbiqi ilə inkişaf etdirilir. Tanınmış rəssamların əsərlərinin rollar vasitəsilə canlandırılması, hisslərin ifadəsi şagirdlərdə yaradıcı düşüncələri ön plana çıxarır. Şagirdlər arasında həmçinin əməkdaşlıq, qarşılıqlı ünsiyyətidə yaxşılaşdırır. Qeyd etmək lazımdır ki, təsviri incəsənət fənninin tədrisində rollu oyunların tətbiqi zamanı müxtəlif mövzular-rəssamların həyatı, əsərləri, nəzəri proseslər tətbiqi edilə bilər.

Açar sözlər: Təsviri sənət, rollu oyunlar, təhsil, orta məktəb, obraz

Abstract. One of the modern teaching methods used in secondary schools is the application of role-playing games in the instruction of various subjects. In fine arts education, role-playing games are employed to foster the creative process through different approaches. Reenacting famous artworks and expressing emotions through roles helps bring students' creative thinking to the forefront. It also enhances collaboration and interpersonal communication among students. It is worth noting that a variety of topics—such as the lives of artists, their works, and theoretical concepts—can be explored through role-playing in the teaching of fine arts.

Keywords: Fine arts, role-playing games, education, secondary school, image

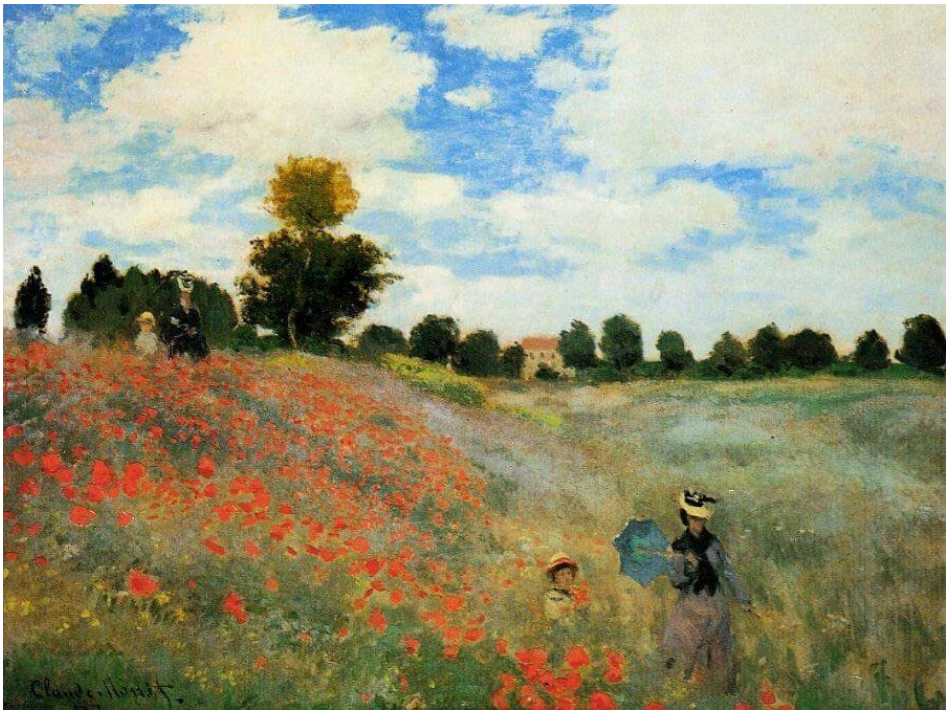
Təsviri sənət fənninin tədrisində şagirdlərin yalnız birbaşa təcrübəyə əsaslanaraq öyrənməsini deyil, həm də xüsusi olaraq simulyasiya edilmiş, yəni süni şəkildə yaradılmış təcrübələrdən faydalanaraq bilik və bacarıqlar qazanmasını nəzərdə tutaraq rollu oyunlardan istifadə etmək olar. Simulyasiya dedikdə imitasiya, təqlid, müəyyən fəaliyyət və hadisələrin süni şəkildə yaradılması başa düşülür. Bu yanaşmanın əsas məqsədi şagirdlərə onların gündəlik həyatında qarşılaşmadıqları, tanış olmadıqları vəziyyətlərdə müxtəlif imkanlar yaratmaqdır. Belə imkanlar vasitəsilə şagirdlər həmyaşıdlarının fərqli fikirlərini, maraqlarını, vəzifələrini, hobbilərini və motivasiyalarını daha yaxşı anlamağı öyrənirlər. Gündəlik həyatda biz çox vaxt rastlaşdığımız insanların oynadıqları sosial rolları lazımi qədər dəyərləndirmirik. Eyni zamanda, öz işimizə və

şəxsi layihələrimizə həddindən artıq fokuslandıqda, çox vaxt həmin rolların müxtəlif variantlarını və alternativlərini görə bilmirik. Bu nöqteyi-nəzərdən rollu oyunlar xüsusi əhəmiyyət kəsb edir.

Təsviri sənət fənnində rollu oyunların pedaqoji baxımdan faydaları aşağıdakılardır:

- Şagirdlər özləri, ətrafdakı insanlar və cəmiyyət haqqında təsviri-incəsənət və yaradıcılıq yolu ilə daha dərindən məlumat əldə edirlər.
- Yaradıcı obrazlara başqa bir insanın baxış bucağından yanaşmağı öyrənirlər.
- Şagirdlərdə rola girmək, həmin rolu ifadə etmək və canlandırmaq bacarıqları formalaşır.
- Tənqidi və yaradıcı təfəkkür inkişaf edir, düşünmə bacarıqları zənginləşir.
- Hisslərə şərik olmaq və başqalarının emosiyalarını anlamaq vərdişi yaranır ki, bu da şagirdlərin uyğunlaşma və ünsiyyət qabiliyyətlərini daha da gücləndirir.
- Öyrəndikləri rəssamların əsərlərini obrazlı şəkildə yaddaşlarında saxlayırlar.

VIII sinif təsviri incəsənət fənnində Klod Monenin “Laləli çəmənlik” əsərini keçəndən sonra müəllim ilk növbədə məlumat verir. Daha sonra isə əsərin müəyyən fraqmentləri səhnələşdirilir, xüsusilə lalələr, geyimlər şagirdlərin marağına səbəb olacaqdır. Həmçinin şagirdlər müəyyən bir hissələri ev və çəmənliyin təsvirini maket və ya rəngli formalarda təqdim edə bilərlər.



İLL 1. Klod Mone “Laləli çəmənlik”

Təsviri sənət fənnini tədrisində səhnələşdirmə prosesi insan həyatında baş verən müxtəlif vəziyyətlərin və həmin vəziyyətlərdə müşahidə olunan hadisələrin, insanların davranışlarının canlandırılması əsasında həyata keçirilir. Bu prosesdə şagird yalnız seyrçi mövqedə qalmır, əksinə

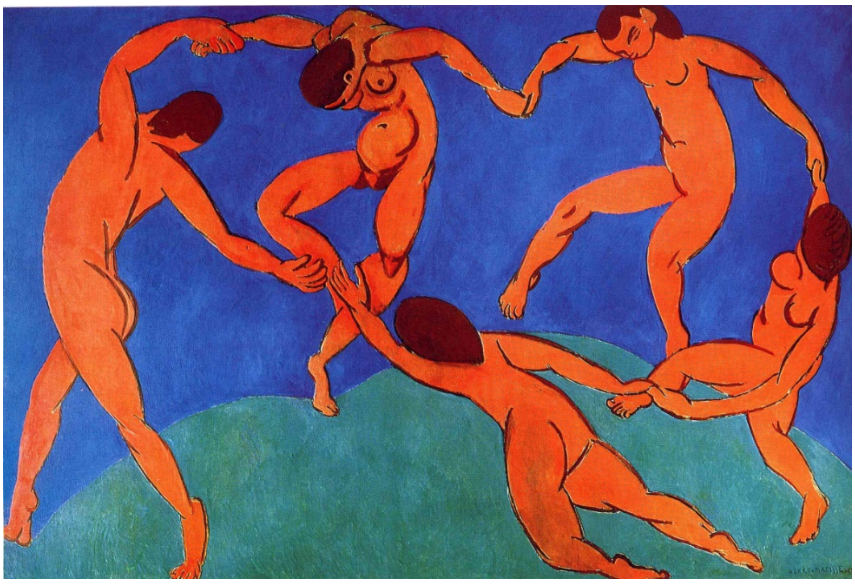
bütün təcrübəsini, malik olduğu bilik və bacarıqları işə salaraq, başqa bir insanın surətini və hərəkətlərini anlamağa çalışır. Eyni zamanda, o, qarşıya çıxan vəziyyəti qiymətləndirməli və həmin şəraitdə düzgün davranış yolunu tapmağı öyrənməlidir.

Rollu oyunla müqayisədə səhnələşdirmənin mühüm fərqi ondadır ki, burada proses əvvəlcədən hazırlanmış ssenari əsasında aparılır. Başqa sözlə, şagirdlərin ifa etdikləri səhnəciklər təsadüfi şəkildə formalaşmır, əksinə sonu əvvəlcədən məlum olan və real həyatda mövcud olan hadisələrin modeli kimi qurulur. Belə ssenarilər və hadisə nümunələri müxtəlif reportajlarda, sənədlərdə, tədqiqat işlərində və digər informasiya mənbələrində mövcuddur. Onlardan istifadə etməklə şagirdlər həyatın müxtəlif şəraitlərində insanların necə davrandıqları barədə daha dolğun təsəvvür əldə edirlər. Təsviri sənət səsərlərini süjetli formaya gətirib, ədəbiyyatla inteqrasiya edə bilərlər.

Təviri sənət fənnində səhnələşdirmə metodunun əsas üstünlükləri isə bunlardır:

- Şagirdlər müxtəlif həyat şəraitlərində baş verən hadisələrlə yaxından tanış olur, onları daha dərindən öyrənirlər.
- Onlar digər insanların imkanlarını, maraqlarını və tələbatlarını nəzərə almağı öyrənir, bunun əsasında səmərəli ünsiyyət qurma bacarığı qazanırlar.
- Şagirdlər insan fəaliyyətinə obyektiv yanaşmağı, başqalarının fəaliyyətinə təsir göstərmə yollarını anlamağı və əməkdaşlıq etməyi mənimsəyirlər.
- Təlim prosesində öz davranışlarını və başqalarının davranışlarını obyektiv şəkildə qiymətləndirmək bacarığı inkişaf edir.
- Şagirdlər yaradıcı təxəyyüllərini işə salır, təsəvvür güclərini genişləndirir və müxtəlif sosial vəziyyətlərdə çevik düşünməyi öyrənirlər.

Nəticə etibarilə, səhnələşdirmə üsulu şagirdlərə yalnız bilik qazandırmaqla kifayətlənmir, həm də onların həyat təcrübəsini zənginləşdirir, sosial münasibətlərdə daha uyğun, yaradıcı və anlayışlı davranmağa kömək edir. Anri Matisin “Rəqs” əsərini səhnələşdirərək, müəyyən süjet, ədəbiyyatdan bayatılarla rəngarənglik qatmaq olar. Burada şagirdlər həmçinin Novruz bayramının da motivlərindən istifadə edərək, səhnələşdirmə metodundan istifadə edə bilərlər.



İLL 2. Anri Matis "Rəqs"

ƏDƏBİYYAT SİYAHISI:

1.Veysova Z. Fəal/interaktiv təlim. S 85-89.

2.Ümumtəhsil məktəblərinin VIII sinfi üçün təsviri incəsənət fənni üzrə dərslik. Bakı 2020. 96 s.

6 st International Congress of Social Science, Innovation & Educational Technologies

The Influence of Institutional Credibility and Constraints in Democratic Governance and Sustainable Development

Yusuf Abubakar Wara, Ph.D.

Kastamonu University

Kastamonu-Türkiye

ORCID ID: https://orcid.org/0000-0003-3410-6113

Abstract

Institutional credibility and constraints are undoubtedly the basic features of democratic governance and sustainable development. Trust in government and checks and balances significantly influence the quality of democratic institutions that would lead to sustainable development outcomes. The central premise of our paper is that democracy can only promote sustainable development if institutions are seen as legitimate when they provide public goods, and when there are rules to stop people from abusing their authority in society. Fragmented institutions often undermine democratic ethics through non-transparent attitudes, which hinder inclusive growth and long-term sustainability. Credible institutions, on the other hand, strengthen public trust, while institutional constraints ensure the safeguard against authoritarian regression and mismanagement. Drawing on the content analysis of relevant articles, this article justifies that sustainable development outcomes are stronger where credible and well-regulated institutions support democratic governance. Our investigation comes to a close by emphasizing the relevance of enhancing the legitimacy of institutions and developing efficient accountability mechanisms to achieve the objective of sustainable development for society.

Keywords: Institutional credibility, Constraints, Democratic Governance, Sustainable development, Legitimacy.

Introduction

Credible institutions are the bedrock of any societal progress and development as they ensure the success of parastatals. In a society, institutions are credible and trusted by the larger population, and transparency and faith in governance will be certain, leading to governance and sustainable development. The aspects of credibility- accountability, representation, legitimacy, and transparency formed the pillars of good governance without which the perception of the people in

that particular community's institutions will be negative (Pero and Smith: 2008: 17), creating distrust among the minds of the people that would lead to apolitical attitudes among the members of the society. A nation's reputation is built upon the openness and honesty of its governing institutions, which are crucial to meeting societal expectations and fostering trust among the general populace (Brinkerhoff, 2005: 2).

There is a considerable relationship between the credibility of institutions and democratic governance and sustainable development in nations worldwide. According to Parnini and Othman (2013: 45), any administration's primary objective should be to strengthen government institutions to guarantee fairness and justice and contribute to the promotion of national interests. Therefore, institutional credibility shapes many government sectors- education, health, agriculture, and social. The credibility of institutions in society strongly determines the effectiveness of those sectors. In a society where institutions are transparent and work efficiently, everyone, including the populace and other stakeholders, will have a favorable impression of their nation and engage with it well. As a result, they will feel safe investing in the growth of that country. Institutional responsibility can help resolve conflict, maintain societal cohesion, unity, and educational development. When it comes to education, for instance, there is a substantial association between the students' perceptions of the institution's credibility and their perceptions of the institution's social duty. The fact that good perceptions boost the reputation of the institution and the employability of students on the broader labor market is an example of the greater repercussions of credibility in educational contexts (Lessa & Coelho, 2024: 19). This is a demonstration of the larger implications of credibility in educational settings. This justifies how higher education institutions' reliability and reputation can influence the acceptability of their graduates into society.

By ensuring public trust, economic effectiveness, and political stability, institutional credibility plays a vital role in democratic governance. For instance, a high degree of confidence in institutions helps to cultivate legitimacy and stimulate public participation, whereas a low level of trust might result in democratic regression and instability. In other words, institutional credibility is a solid foundation of democratic governance as it increases popular participation. Low confidence in institutions correlates with political disillusionment and decreased civic engagement in their country's democratic processes (Natalina, 2022: 21), compared to hybrid regimes.

For example, credible institutions are important in promoting good governance and ensuring sustainable development in a given society. Institutions are vital for implementing sustainable practices that serve as the underpinning for societal sustainable development. They do this by shaping the efficacy of policies in societies, which shapes the effectiveness of policies. According to Staniek (2023: 196), in order to achieve sustainable development, it is important to establish institutions that can adapt to changing social and technical conditions and that are also capable of striking a balance between economic, social, and environmental values. Staniek's assertion is based on the fact that those institutions must be able to adapt to changing situations. An institution's credibility helps improve quality and stimulates the participation of stakeholders, which in turn helps generate sustainable growth. Credibility promotes balancing environmental, economic, and social values for successful management and sustainable development. Credibility supports balancing environmental, economic, and social values for management and sustainable development.

In the same way that trustworthy institutions play an important part in defining political stability and guaranteeing sustainable growth in societies, limits also play an important role. The stability of the government is influenced by institutional or constitutional limits, which also affect the decision-making process of leaders, the ability to implement policy changes, and the response to external pressures such as economic consequences (Allen, 2008: 255-9). Generally, constraints help to check the behavior of civil servants. By so doing, checks and balances and transparency are ensured in a society, further supporting good governance and sustainable societal development in all sectors.

The paper presented here aims to analyze the influence of credible institutions in determining the effectiveness of democratic governance and the efficiency of sustainable development. The paper also highlights the need for constraints to ensure accountability and transparency and support good governance and sustainability in societies. This nexus is crucial in realizing how transparent and efficient a government is and what should be done to improve governmental efficiency in a society.

Democratic Governance and Sustainable Development

Promoting sustainable development and improved social well-being, democratic governance integrated democratic ideals with governance institutions to guarantee justice and fairness in

society. After a war has ended, it helps establish stable administrations that are either dysfunctional or oppressive (Mani & Krause, 2009). Sustainable development (SD), on the other hand, is def ned as a strategy for economic and social progress that aims to meet present demands while safeguarding the requirements of future generations without hindrance (Guo & Madni, 2024: 1) SD, itself which most countries in the world are trying to achieve is determine and influence by the productive capacities and institutional quality in a country. By analyzing a country's productive powers, we may learn how far it can go economic

ally and which areas could benefit from government intervention to reach their full potential. Scholars in political science and development studies have long argued over the nature of the link between democratic rule and long-term sustainability.

In contrast to the assumptions made by particular academics, such as Przeworski and Limongi (1997: 155–59) and Acemoglu et al. (2019), the data give a more nuanced and intricate perspective on the relationship between democracy and development. It is consequently possible for democratic governments to coexist with flourishing economies; the United States of America, the United Kingdom, and France are excellent examples of this. Correlation does not equate to causation; democracy alone does not ensure developmental results. Emerging economies like India, Brazil, and Nigeria show that hybrid democracies may bring some development benefits even when institutions are weak and governance is hard (Levitsky & Murillo, 2009: 115–7). Conversely, unstable nations such as Somalia, Afghanistan, and Libya exemplify instances where feeble institutional frameworks and insufficient democratic consolidation impede governance and developmental advancement (Quest, 2015: 1-2). Thus, instead of a linear relationship, the interaction between democracy and development is mediated by the quality of institutions, state capacity, and the credibility of governance structures.

Scholarly debates often emphasize that societal development is closely associated with the extent to which democratic principles are institutionalized and effectively practiced. Democratic GovernanceGovernance provides mechanisms through which cial progress can be measured, particularly by fostering inclusive participation, rule of law, and institutional accountability (Diamond, 2008: 46). It is generally agreed upon that the essential principles of democracy include the separation of powers among the many institutions of government, an independent judiciary, freedom of expression, and transparency (Mulgan, 2000: 194-5) and (Jha, 2012: 168-70). These

concepts are frequently utilized as standards to evaluate democratic efficacy and societal advancement; yet, their influence is inconsistent across various circumstances. In every society, inadequate implementation of democratic norms diminishes its developmental potential; conversely, in established democracies, robust institutional credibility enhances long-term stability and prosperity (North, Wallis, & Weingast, 2009). So, democracy's role in development rests less on the fact that democratic ideas are there and more on how well they are implemented and how strong the institutions are.

A civilization implementing the aforementioned democratic ideals would be considered a developed nation. Conversely, a society where these ideals are either constrained or absent will be designated as a less developed country. This study's findings reveal several linkages between democratic governance and sustainable development.

Credible Institutions and Constraints in Democratic Governance and Sustainable Development

Institutional quality refers to how well a country's political, economic, and social institutions work, and it is essential for long-term growth (Ullah, et al. 2022: 4620). Democratic governance will be deficient without credible institutions and political restrictions, rendering sustainable development difficult to attain. Every society, irrespective of the government and administrative system, needs credible and transparent institutions to prosper. This is because these institutions serve as the fundamental determinants of the efficient functions of the state.

Institutions in every country or region are pivotal in promoting democratic governance and sustainable societal development. These institutions contribute to free and fair elections during the country's election period. A polity will not have free and fair elections without a fair and transparent electoral body. In this case, domestic and foreign investors' trust will be lost in the country, which might make them invest elsewhere. This will drastically affect the economic and social sustainable development of that country. High political participation serves as a benchmark for assessing effective governance. For example, keystone institutions in Indigenous North America encourage democratic governance by encouraging widespread participation, fair power distribution, and complex institutional frameworks. These institutions illustrate how democracy can be practiced in a way that is not completely Western or not strictly rooted in Western traditions

(Holland-Lulewicz et al., 2022: 1–3). Credible institutions strengthen governance and ensure accountability and transparency in decision-making, which ultimately builds public trust and legitimacy. These institutions hold leaders accountable by checking their excesses, thus enhancing legitimacy and ownership among the populace in the country or society (Nsaidzedze, 2017: 32).

Democratic Governance: Governance and credible institutions have a substantial nexus between them, as the latter promotes policy consistency and public trust for the former to prosper. The existence of democratic governance depends on the effectiveness of the institutions in ensuring the rule of law, protecting human rights, and creating a favorable environment for sustainable development in a society (Gberevbie, 2014: 137-9). These advocacy and checks and balances functions of institutions in societies ensure stable, peaceful, and harmonious societies. Peaceful coexistence is required to ensure sustainable development, as chaotic societies hardly focus on the development agendas that would make society prosper.

Institutional constraints are generally regarded as entities that safeguard democratic governance because they prevent political power abuse by a country's leaders. These protections of abuse of power work through things like the separation of powers, checks and balances, the independence of the courts, and the implementation of term limits. The vital role of institutional constraint in any society is to curb executive dominance, a feature of democratic failure. For democratic governance to succeed, there is a need for these limits on the executive's use or misuse of excessive power. The judicial systems must be robust and work well to ensure this happens. When they are weak or political, democratic government sometimes turns into majoritarianism or clientelism. For example, in many weak democracies, the lack of reliable courts has allowed influential people to change the results of elections or get around constitutional checks.

Credible institutions influence sustainable development through the lens of guiding the activities of actors in a given society. These organizations help people in a particular community determine right and wrong (Koehrsen & Burchardt, 2024: 132-4). They are important tools for promoting sustainable development since they help determine the correct steps to follow when making policies and programs in many areas of society. In addition, institutional quality supports sustainable development by combating corruption, keeping politics stable, and preserving the rule of law (Ashraf, 2024: 24). Anti-corruption groups are significant in societies because they protect the country's treasury from corrupt people who use it for their personal interest. Ensuring the

national coffer is safe from abuse helps disburse state resources through the proper channels that would benefit society. This helps develop and enhance all the sectors within the state, ensuring that target developmental goals are reached.

In the contemporary global environment, institutional constraints- which include mechanisms such as checks and balances, oversight, and policy coherence procedures- play a significant role in promoting sustainable development. Several analysts think that the presence of constraint mechanisms and the quality of their functionality influence the success of development initiatives. Using least squares regression models, a study justifies how institutional quality empowers green finance's positive impact on sustainable development. The research findings show that institutional constraints lead to institutional quality that significantly moderates the effectiveness of green financing in that stronger institutions ensure efficiency in allocation, increasing social and environmental benefits (Sun et al., 2025: 3-5). This illustrates that strong regulatory frameworks and accountability mechanisms convert money inputs into meaningful development results.

Some research indicates that countries with numerous institutional constraints are more likely to have socio-economic development. This is because such institutions redefine political leadership so that adequate measures are taken to ensure innovations that would ensure the ideal development of the entire society. In addition to sustainability, credible institutions with constraints also influence the promotion of entrepreneurial development (Maaßen, Lopez & Urbano, 2025). An efficient government that adopts a series of institutional constraints tends to have regulative dimensions that curtail business loopholes and offer incentive programs and policies that significantly facilitate sustainable entrepreneurship.

Conclusion

In this article, we argue that democracies that have strong institutions tend to yield better results, such as economic sustainable development and social welfare, in comparison to democracies that have weaker institutional frameworks (Gandhi, 2019: e11-13). We also pinpoint that institutional limitations must be credible, enforced, and culturally integrated; their mere presence is insufficient. When institutions start minimizing power abuse, fostering inclusion, and observing normative behavior, they become crucial champions of sustainable development, moving beyond talk to action. We justify that pursuing sustainable development is directly associated with the quality of

a nation's institutions, without which it will not be easy to achieve significant development. So, national institutions must be transparent and fair so that the citizens of their countries will trust them to adhere to in aiding societal development.

Credible institutions and practical constraints are significant factors that a society should ensure its existence. In such a scenario, free and fair elections are guaranteed. By implication, credible leaders are elected to rule based on the impartial rule of law, secure property rights, ensure an independent judiciary, and strong checks and balances and separation of powers between the arms of government, building stronger institutions that would further create the required environment for sustainable growth. Most developed countries, such as the United States, the United Kingdom, France, Germany and Canada, fall into this category.

Credibility and constraint are the bedrock of sustainable growth and development, without which governments are prone to fall into clientelism and eventually fail. In this category, where nations fail sustainable development will be challenging to achieve as such nations will prefer short-term gains against long-term incentives, their policy will become volatile, corruption will be endemic, and the trust of the government among the citizens will be eroded, leading to societal chaos and uprising against the state as we have witnessed during the Arap Spring. In such societies, states often lose their capacity to manage the economy and society effectively.

In a nutshell, the central argument of this paper is that the developmental dividend of government is not on a platter of gold; it is achieved through rigorous work by interrelated diligent organizations that are credibly committed to the rules and constraints stated by the constitution of the land. The pathway to achieving sustainable development is basically through relentless strengthening of the institutions that formed the foundational pillars of democratic governance. To ensure this, there is a need for a shift in focus from merely voting or selecting leaders to nurturing the country's institutional ecosystem that makes functions effective and efficient.

References

Acemoglu, D., Naidu, S., Res repo, P., & Robinson, J. A. (2019). Democracy does cause growth. *Journal of Political Economy*, 127(1), 47–100. https://doi.org/10.1086/700936

llen, S. H. (2008). Political Institutions and Constrained Response to Economic Sanctions. *For Ign Policy Analysis*, *4*(3), 255–274. https://doi.org/10.1 11/J.1743-8594.2008.00069.X

Ashraf, J. (2024). How do institutional factors affect sustainable development? A comparative analysis. *Econ Change Restruct* **57**, 24 (2024). https://doi.org/10.1007/s10644-024-09580-6

Binkerhoff, D. W. (2005). Organisational legitimacy, capacity, nd capacity development. European Center for Development Policy Management (ECDPM). 1–17. https://search.issuelab-dev.org/resources/20657/20657.pdf

Diamond, L. (2008). The Democratic Rollback: The Resurgence of the Predatory State. Foreign Affairs, 87(2), 36–48. http://www.jstor.org/stable/20032579

Gandhi, J. (2019). The Institutional Roots of Democratic Backsliding. *The Journal of Politics*, *81*(1). e11-e16 https://doi.org/10 1086/700653

Gberevbie, D. E. (2014). Democracy, Democrat c Institutions and Good Governance in Nigeria. *Eastern Africa Social Science Research Review*, *30*(1), 133–152 https://doi.org/10.1353/EAS.2014.0005

uo R & Madni GR (2024). Encirclement of productive capacities and institutions in the context of sustainable development. PLoS ONE 19(3): 1–18. e0297350. https://doi.org/10.1371/journal.pone.029735

Holland-Lulewicz, J., Thompson, V. D., Birch, & Grier, C. (2022). Keystone Institutions of Democratic Governance Across Indigenous North America. *Frontiers in Political Science*, *4*. 1–13. https://doi.org/10.3389/fpos.2022.840049

Jha, H. (2012). [Review of Why Nations Fail: The Origins of Power, Prosperity and Pov rty, by D. Acemoglu & J. A. Robinson]. ASEAN Economic Bulletin, 29(2), 168–170. http://www.jstor.org/stable/43184876

Ko hrsen, J., & Burchardt, M. (2024). Religion and Development: Alternative Visions, Credibility, and Networks as Religious Assets for Sustainable Development? Progress in Development Studies, 24(2), 12 -146. https://doi.org/10.1177/14649934231206302

Lessa, C., & Coelho, A. (2024). Building Trust in Higher Education Institutions: Using Congruence to Overcome Scepticism and Increase Credibility, Reputation, and Student Employability Through CSR. Corp Reputation R v 27, 18–32. https://doi.org/10.1057/s41299-023-00159-x

Levitsky, S., & Murillo, M. V. (2009). Variation in institutional strength. *Annua Review of Political Science*, 12, 115–133. https://doi.org/10.1146/annurev.polisci.11.091106.121756

Mani, R., & Krause, J. (2009). *Democratic governance* (pp. 105–122). Oxford University Press. https://doi.org/10.1093/oso/9780199568154.003.0007

Maaßen, C., Lopez, T. & Urbano, D. (2025). Institutional enablers for sustainable entrepreneurship: a configurational analysis. *Small Bus E on*. 1-22. https://doi.org/1 .1007/s11187-025-01076-5

Mulgan, R. (2000). Book Review: David Beetham, Democracy and Human Rights (Cambridge: Polity Press, 1999), pp. 226, £ 4.99. Political Science, 52(2), 194–195. https://doi.org/10.1177/00323187 005200218

Natalina, N. (2022). Democracy and Institutional Political Subjectness: Comparative Study for Europe and Central Asia. *Przegląd Politologiczny*, *3*, 17–34. https://doi.org/10.14746/p .2022.27.3.2

North, D. C., Wallis, J. J., & Weinga t, B. R. (2009). Violence and Social Orders: A Conceptual Framework for Interpreting Recorded Human History. *Cambridge University Press*. https://doi.org/10.1017/CBO9780511575839

Nsaidzedze, S. B. (2017). Traditional Institutions and Democratic Governance for African Renaissance. *Ethiopian e-Journal for Research and Innovation Foresight (Ee-JRIF) 9*(2). 30-52 ttp://journals.bdu.edu.et/index php/eejrif4/article/view/222

Parnini, S. N., & Othman, M. R. (2013). Democratic Consolidation and Credibility of Governance Institutions in Bangladesh. *Journal of Asian and African Studies*, 49(1), 34–48. https://doi.org/10.1177/0021909612471789

Pero, L.V., & Smith, T.F. (2008). Institutional credibility and leadership: critical challenges for community-based natural resource governance in rural and remote Australia. *Reg Environ Change* 8, 15–29. https://doi.org/10.1007/s10113-007-0042-

Przeworski, A., & Limongi, F. (1997). Modernization: Theory and facts. *World Politics,* 49(2), 155–183. https://doi.org/10.1353/wp.1997.0004

Quest, L. (2015). Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy by Francis Fukuyama [Review of Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy, by Fukuyama, Francis]. *International Social Science Review*, 91(1), 1–2. https://www.jstor.org/stable/intesociscierevi 91.1.15

Staniek, Z. (2023). Institutions as a factor in sustainable development. *Journal of Sustainable Development of Transport and Logistics*. 195-208. https://doi.org/10.14254/jsdtl.2023.8-2.14

Sun, X., Meng, Z., Zhang, X., & Wu, J. (2025). The role of institutional quality in the nexus between green financing and sustainable development. *Research in International Business and Finance*, 73, 1-15. https://doi.org/10.1016/j.ribaf.2024.102531

Ullah, A. *et al.* (2022). The dynamic impact of financial, technological, and natural resources on sustainable development in Belt and Road countries. *Environ Sci Pollut Res* **29**, 4616–4631. https://doi.org/10.1007/s11356-021-15900-4

,

Importance of AI in Training and Development in HR

Sandeep Kumar Gupta[1], B. Punitha Sai[1], P. Ushma[1], C. Meghana[1],
K. Uday Kiran Reddy[1]
[1]School of Commerce and Management, Mohan Babu University, Tirupati, India

Abstract

Artificial Intelligence (AI) has emerged as a vital factor in transforming Human Resource Management (HRM), particularly in the area of training and development (T&D). Conventional training models, although somewhat effective, frequently fall short in personalisation, scalability, and their ability to adjust to changing business requirements. The incorporation of AI-driven tools, such as adaptive learning systems, virtual assistants, chatbots, and predictive analytics, offers HR specialists creative ways to create and implement personalised, data-driven employee training. AI improves employee engagement by customising learning modules to fit personal skill levels, learning preferences, and career aspirations, which promotes better knowledge retention and ongoing professional growth. Additionally, AI allows companies to examine performance metrics, detect new skill deficiencies, and suggest focused training solutions, ensuring that staff stay in sync with changing business needs. In addition to personalisation, AI enhances cost efficiency by automating routine tasks, optimising content distribution, and lessening reliance on conventional instructor-led classes. It additionally promotes ongoing learning environments where staff can obtain immediate training, fostering self-guided growth and perpetual learning. From a strategic HR viewpoint, AI-powered training and development efforts boost organisational competitiveness by creating agile, future-ready teams that can adjust to technological disruptions and global issues. This paper, via a qualitative literature review and analysis, highlights that AI not only enhances human decision-making but also transforms the scope of HRM practices by incorporating efficiency, innovation, and scalability. The results show that utilising AI in training and development enhances employee productivity, maximises resource utilisation, and reinforces HR's position as a strategic ally in organisational advancement.

Keywords: Artificial Intelligence, Human Resource Management, Training and Development, Adaptive Learning, HR Technology, Continuous Learning

Introduction

In the current digital economy, businesses face rapid technological changes, intense global competition, and evolving workforce demands. Human Resource Management (HRM) is crucial in tackling these challenges, especially via efficient training and development (T&D). Conventional training methods, although useful, frequently fall short in the flexibility and scalability required to address the varied demands of today's workforce. Consequently,

organisations are progressively adopting creative strategies that incorporate technology to keep employees adaptable, proficient, and ready for upcoming obstacles.

Artificial Intelligence (AI) has become a transformative element in this realm, providing smart systems that can improve the creation and execution of training initiatives. Applications powered by AI, including Natural Language Processing (NLP), machine learning algorithms, chatbots, and virtual reality simulations, enable organisations to deliver tailored learning experiences, monitor employee progress, and anticipate future skill needs. These technologies enhance the learning experience while allowing HR professionals to make informed decisions based on data that align training efforts with organisational objectives.

Additionally, incorporating AI into HR training and development leads to greater results, including enhanced employee engagement, increased retention rates, and long-term organisational sustainability. By promoting adaptive and ongoing learning cultures, AI guarantees that employees are more prepared to handle the challenges of ever-changing business environments. This study examines the significance of AI in HR training and development, focusing on its ability to improve organisational efficiency, employee contentment, and competitiveness in the international market.

Literature Review

Employee Training and Development, Noe, R. A. (2017). Noe emphasises the strategic role of training and development in enhancing employee competencies and organisational effectiveness. The work highlights how T&D serves as a foundation for aligning workforce capabilities with organisational goals, laying the groundwork for integrating modern technologies like AI into HRM practices.

Adaptive Learning with Artificial Intelligence, Chen, X., Zou, D., Cheng, G., & Xie, H. (2020). Chen et al. explore how AI-driven adaptive learning platforms personalise training experiences. Their study shows that real-time feedback and individualised learning pathways significantly improve knowledge retention and overall training effectiveness, making AI a powerful tool in employee development.

Leading the Social Enterprise: Reinvent with a Human Focus, Deloitte (2019). This Deloitte report discusses the use of predictive analytics in HR. It emphasises how AI enables organisations to anticipate future skill gaps, design proactive training programs, and align workforce development strategies with long-term business objectives.

Artificial Intelligence in Service: The Future of Service Huang, M.-H., & Rust, R. T. (2021). Huang and Rust analyse the application of AI in coaching and support systems. They highlight how chatbots and virtual assistants function as digital coaches, offering employees on-demand learning, guidance, and continuous support to enhance skill development.

Workforce of the Future: The Competing Forces Shaping 2030 PwC (2022). PwC reports that employees who undergo AI-enhanced training demonstrate higher engagement, satisfaction, and

retention rates than those trained through traditional methods. The study underscores AI's role in creating interactive and engaging learning environments.

Artificial Intelligence in Human Resource Management: Challenges and Opportunities, Brougham, D., & Haar, J. (2018). Brougham and Haar examine the challenges of adopting AI in HR, focusing on concerns such as data privacy, algorithmic bias, and implementation costs. They argue that while AI presents significant opportunities, organisations must address ethical and financial barriers for sustainable adoption.

Methodology

This research utilises a qualitative research approach to examine the significance of Artificial Intelligence (AI) in training and development in Human Resource Management (HRM). A qualitative method was selected as it enables a thorough comprehension of trends, views, and behaviours related to the incorporation of AI in organisational learning environments. Instead of concentrating on quantitative data, this approach highlights thematic investigation and interpretation, making it especially appropriate for developing areas such as AI in HR.

The information for this study was sourced solely from secondary sources, such as academic articles, peer-reviewed journals, industry white papers, reports from consulting firms, and case studies released between 2017 and 2025. These sources were chosen to guarantee both scholarly thoroughness and real-world applicability. Preference was given to works that concentrated on AI applications in HRM, corporate learning technologies, and workforce development, guaranteeing that the examined content directly related to the research goals.

A distinct selection standard was set to sift through the literature. Articles were accepted if they fulfilled three main criteria: (1) relevance to HRM and employee training settings, (2) examination of AI-powered applications like adaptive learning, predictive analytics, or AI-based coaching, and (3) publication in reputable, peer-reviewed, or industry-recognised venues. Exclusion criteria encompassed sources without empirical support, excessively promotional content, and studies published prior to 2017.

The gathered literature underwent content analysis, which entailed systematically pinpointing recurring themes, concepts, and patterns throughout the sources. Prominent themes identified were training personalisation, efficiency and scalability of learning methods, employee involvement, cost-effectiveness, and ethical or implementation issues. These themes established an organised basis for examining the impact of AI in T&D and created the groundwork for the results and discussion offered in later sections.

Discussions

The incorporation of AI in HR training and development represents a fundamental change from conventional, reactive learning approaches to proactive, ongoing learning environments. Through the use of adaptive platforms, predictive analytics, and virtual coaching, companies can create

personalised and interactive learning experiences that prepare employees with skills for the future. This improves personal growth while also boosting the company's ability to adapt to technological changes and shifting market needs. This way, AI shifts training and development from merely a support role to a strategic catalyst for competitiveness and sustainability.

Nonetheless, the research highlights that the effectiveness of AI deployment relies on harmonising efficiency with human-centred principles. Although AI provides scalability and cost efficiency, ethical issues like privacy, algorithmic bias, and inclusivity need to be tackled to guarantee fairness and trust in educational practices. HR leaders must emphasise transparency and accountability when implementing AI-driven solutions, as well as seek hybrid models that integrate technological tools with human guidance. Blended strategies can enhance learning results by combining AI's accuracy with the empathy and contextual understanding of human trainers, thus fostering more comprehensive and effective employee development plans.

Finding:

The analysis indicated that AI greatly improves learning results by facilitating tailored and flexible training experiences. AI-driven platforms can tailor modules to suit personal learning preferences, advancement, and achievements, leading to increased engagement and better knowledge retention. Immediate feedback and engaging simulations enhance employees' capacity to implement newly learned skills in real situations, thus closing the disconnect between theoretical education and practical use in the workplace.

Another important discovery is the effectiveness and strategic importance AI adds to organisational training. Automated and self-directed AI-enhanced learning shortens training duration and overall expenses, enhancing resource efficiency in the process. Simultaneously, incorporating predictive analytics into HR functions enables organisations to foresee upcoming skill shortages and align training programs with overarching strategic goals. This guarantees that businesses not only enhance their existing training expenditures but also create talent pools prepared for the future that can promote sustainable growth.

Results & Future Prospects

The findings of this research support that AI positively influences HR training and development, especially in improving employee productivity and satisfaction. Tailored and flexible learning routes enable employees to advance at their own speed, boosting motivation, involvement, and knowledge utilisation. Consequently, this results in greater overall productivity and enhanced job satisfaction, as workers perceive increased support in their career development.

Another significant outcome is AI's capability to deliver adaptable and scalable training solutions. Organisations can provide uniform training to extensive and varied workforces without sacrificing quality. AI-powered systems automate repetitive tasks, support ongoing education, and lower training expenses, which makes them extremely flexible for organisations across various sizes and

industries. This scalability guarantees that both small businesses and international companies can utilise AI to enhance employee skills efficiently.

Ultimately, the findings emphasise that AI enhances HR's strategic function in organisational growth. Utilising predictive analytics and data-driven insights, HR can synchronise training programs with wider business objectives and foresee upcoming workforce needs. Nonetheless, the research also emphasises the importance of robust ethical guidelines to address issues like data privacy, algorithmic prejudice, and implementation expenses. Tackling these challenges is crucial to guarantee that AI integration in HR stays sustainable, fair, and advantageous for all parties involved.

References

Brougham, D., & Haar, J. (2018). Smart technology, artificial intelligence, robotics, and algorithms (STARA): Employees' perceptions of our future workplace. *Journal of Management & Organization*, 24(2), 239–257.

Chen, L., Chen, P., & Lin, Z. (2020). Artificial Intelligence in education: A review. *IEEE Access*, 8, 75264–75278.

Deloitte. (2019). *Global Human Capital Trends: Leading the social enterprise*. Deloitte Insights.

Huang, M. H., & Rust, R. T. (2021). A strategic framework for artificial intelligence in marketing. *Journal of the Academy of Marketing Science*, 49(1), 30–50.

Noe, R. A. (2017). *Employee Training and Development*. McGraw-Hill Education.

PwC. (2022). *The Future of Work: A journey to 2025*. PwC Report.

6 st International Congress of Social Science, Innovation & Educational Technologies

Development of Wireless Systems for Detecting Radioactive Fallout in Azerbaijan

Hikmat G. Hasanov, Professor

Azerbaijan Space Agency
Baku, Azerbaijan

Ismayil M. Zeynalov, Ph.D.

Ministry of Science and Education of Azerbaijan Republic
Institute of Geography named after Academician H. Aliyev
Baku, Azerbaijan

https://orcid.org/my-orcid?orcid=0000-0001-9391-583X

Abstract

The development of wireless systems for detecting radioactive fallout in Azerbaijan is a critically important task for ensuring public safety and protecting the environment. Azerbaijan, like many other countries, is at risk of radioactive contamination as a result of accidents at nuclear facilities, terrorist acts, or natural disasters. When developing wireless systems for detecting radioactive fallout, a number of factors must be considered, such as the type and sensitivity of detectors, the range and reliability of wireless communication, the energy efficiency of the system, and its resistance to environmental influences. It is also important to ensure the system's compatibility with existing infrastructure and the possibility of scaling it in the future. Investing in the development and implementation of wireless systems for detecting radioactive fallout is an important step in ensuring Azerbaijan's national security. Such systems allow for the timely detection of and response to radioactive threats, minimizing the consequences of radioactive contamination and protecting public health.

Keywords: Radioactive fallout, wireless systems, safety, environmental monitoring, risks, emergencies, safety, sensors,

Introduction

Accurate detection and tracking of radioactive materials is a globally recognized safety countermeasure. Particularly, after the 9/11 attacks and the Fukushima nuclear disaster, people are concerned with radiation exposure. Fatedly, 2500 incidents have been reported to the International Atomic Energy Agency (IAEA), show casing the acute danger of radiation exposure. Therefore, it is paramount that radioactive materials are safely detected and removed before any further incidents occur [1].

As the inventory of biofuel is decreasing very rapidly, the demand of energy is increasing day by day. So the demand and use of nuclear energy is increasing more than ever. Nuclear energy is considered as the clean energy as it doesn't produce any carbon based by product. So nuclear energy is very environment friendly. Nuclear energy is used in many sectors including generation of electricity, medicine, farming, food preservation etc. Now a days the idea of nuclear power plant (NPP) as well as other nuclear facilities is becoming more popular day by day than ever as using small amount of nuclear fuel can give birth to a vast outcome of energy [2].

Emergency responders use mobile radiation detector systems to sense, measure, or characterize radiation from illicit transport of material or an accidental or intentional release. The mobile radiation detector systems covered in this report are used on a vehicular platform such as an automobile, boat, or aircraft and are designed to make geo-referenced radiation measurements while the vehicle is in motion. The National Urban Security Technology Laboratory (NUSTL) System Assessment and Validation for Emergency Responders (SAVER) program conducted this market survey to provide information to aid emergency response organizations in equipment selection [3].

Concerns about potential malevolent acts involving illicit trafficking of radioactive materials and SNM have increased with the heightened awareness of international terrorism where a variety of radiological and nuclear (RN) disaster scenarios could occur including threats in urban areas. An example of a non-precedent terrorist act which showed the terrorists' ability and willingness to use any means to achieve their goals, was the attack to the World Trade Center towers (11 September 2001). This event changed the paradigm of security and defense worldwide. Another example, now related to the malevolent use of radioactive material, was the poisoning of Alexander Litvinenko (2006) with polonium-210 [4].

Radiation detection devices are important in many applications, ranging from medical diagnosis equipment, environmental health and safety, to monitoring of nuclear power plants. Authors have designed and built a semiconductor diode-based low-cost radiation detection apparatus suitable for measuring high-energy gamma radiation. The system uses a semiconductor p-i-n photodiode as the detector and low-cost electronic circuit to process the nuclear pulses generated by the detector. The analog pulse detection circuit comprises of JFET input operational amplifiers and high-speed comparators. The analog circuit is then interfaced with a microcontroller for pulse counting and dose measurement [5].

As operation of nuclear power plants is strictly regulated, standards play important role in the adoption of new technologies in the NPPs. The International Electrotechnical Commission (IEC) technical committee TC 45 Nuclear Power Plant Control and instrumentation reported that they had an ad hoc meeting in Yokohama 2009, which resulted in to a recommendation to develop a technical report addressing the applicability of incorporating wireless technology throughout nuclear power plant systems. [6].

The detection of radioactive material in waste is of paramount importance for the protection of the environment. In this report, we present the proposal and development of an Internet of Radiation Sensor System (IoRSS) to enhance the use of nuclear detection systems to detect nuclear and other radioactive materials out of regulatory control at points of entry/exit and other trade locations of scrap metal recycling and production facilities. To maximize the ability to detect, identify, locate, and respond to nuclear radiation incidents, we propose and apply advances in computing, communications, algorithm development, software tools, and hardware in an integrated network of distributed sensors and LoRa1 wireless communications that contribute to enhanced radiological and nuclear detection capability and response activities. The implementation of the IoRSS has facilitated improved situational awareness and better capabilities to detect, identify, locate, and respond to incidents by integrating data from multiple fixed and mobile radiation detection devices across distributed detectors and apply advanced data processing algorithms [7].

Material and Method

To the authors' stand point, maximal harmful effects should be expected in far zone since the effect of radioactivity will be long-term and could be minimize anyhow. So, it is preferable to modelling how radioactive pollutions are distributed in space after passing large distance from the explosion epicenter [8].

Regular monitoring of the fallout of radioactive products from nuclear explosions contained in the atmosphere onto the Earth's surface using horizontal plates in the USSR began in March 1954 at 120 weather stations. In many cases, these facilities are not sufficiently isolated, and their physical protection does not fully meet international requirements. When developing an emergency monitoring program, it is necessary to define existing capabilities and technical competence. The purpose of radiation and environmental monitoring (REM) is to control the radiation state of environmental components, their assessment, and forecasting to provide relevant information to executive authorities for making management decisions [9].

The tasks of terrestrial environmental monitoring include the following:

− Environmental measurements;

− Ecological monitoring;

− Creation and support of an environmental measurement network.

Point a) includes all measurements related to environmental applications (e.g., air, water, and soil pollution, determination of the concentration of essential substances, etc.), as well as equipment, devices, and all other instruments that, thanks to a continuous supply of electrical energy, will be able to operate in a 24/7 mode. These measurements can be carried out at various altitudes, different depths of a water basin, and at different soil depths.

Point b) means the constant reception of information from all sensors and instruments and the comparison of this information with average statistical data for a given area at a given time. Special attention should be paid to the possibility of annual correlations.

Point c) refers to the creation, operation, and technical support of an environmental measurement network. In other words, all measuring devices must be connected in a single network, which will be monitored through an interface. Remotely located devices transmit current information to local information collection centers, after processing which the latter is transmitted to a central node. All transmitted information is analyzed and summarized, which makes it possible to create a scheme of the optimal ecological state (status quo) of a particular geographical point,

area, region, etc. After that, it is possible to create an algorithm for resolving an environmental force majeure situation [10].

The tasks of Radiation and Environmental Monitoring (REM) of environmental objects are: - Regular radiation monitoring of the radioactivity of environmental components;

- Storage, processing, generalization, and systematization of information on the state of radiation parameters of environmental components;

- Analysis of radioactivity measurement results to promptly determine the radiation state of environmental components under the influence of natural and anthropogenic factors; - Providing executive authorities (the Customer) with information on the radiation situation [11].

Observed changes in the 20th century include an increase in global air and ocean temperatures, a rise in global sea level, a long-term, sustained, widespread reduction in snow and ice cover, as well as changes in atmospheric and oceanic circulation, and regional weather patterns that affect seasonal precipitation. Mainly under the influence of dynamics (primarily vertical movement), saturation occurs, and water condenses onto particles, forming cloud droplets or ice crystals. Processes in which there is no heat exchange with the environment are called adiabatic. It was also found that during adiabatic expansion, a gas cools because work is done against external pressure forces, resulting in a decrease in the internal energy of the gas [12].

Discussion

The purpose of radioactive fallout monitoring (RDM) is to observe and control the radiological situation in the investigated territory to obtain basic information for assessment and forecast of the territory condition. The subject of the fallout monitoring system (RMMS) is direct and regular observations and field measurements (or in-vivo measurements), which are carried out on the territory of a locality in order to obtain information on the radiological characteristics of the environment. The use of these data makes it possible to identify patterns of change in the radiological situation in a locality. This information is necessary to draw conclusions about the radiological status quo of (a) people in the locality, (b) nature and (c) animals. The latter two factors form the food security and radiological passport that leads to a decision on the specific radiological situation [13].

Fallout typically contains hundreds of different radionuclides. Some stay in the environment for a long time because they have long half-lives, like cesium-137, which has a half-life of about

30 years. Most have very short half-lives, so decay away in a few minutes or a few days, for examples iodine-131, has a half-life of 8 days. Very little radioactivity from weapons testing in the 1950s and 1960s can still be detected in the environment now.

The United States conducted the first aboveground nuclear weapon test in southeastern New Mexico on July 16, 1945. Between 1945 and 1963, hundreds of aboveground test took place around the world. Over time the number and size (or yield) of these weapons increased, especially in the late 1950s and early 1960s. After the Limited Test Ban Treaty of 1963 was signed by the United States, the Soviet Union and Great Britain, most aboveground tests ceased. Some aboveground weapons testing by other countries continued until 1980. Since the end of aboveground nuclear weapons testing, the day-to-day radiation in air readings from monitoring sites has fallen. For many years, analysis of air samples has shown risk levels far below regulatory limits. In fact, results are now generally below levels that instruments can detect [14].

RECENT improvements in wireless communications and electronics have facilitated employing wireless sensor networks (WSNs) in essential applications of real life. Main components of any WSN, where any sensor nodes compose of four fundamental units, namely, sensing, processing, transmission, and power units. The sensing unit investigates the surrounding environment (radiation in our case). Then it informs the central processing unit (CPU) to compute/process/store the sensed data. The transmission unit receives the information from the CPU and transfers it to the cluster head (CH) or base station (BS). Finally, the power unit manages battery power to the sensor node. WSNs have been widely applied in vital applications like precision agriculture, smart cities, industrial, climate, forest, and animal tracking. Developing a radiation detection wireless sensor network (RDWSN) gained a great focus due to the increased objection against nuclear power plants (NPPs) after large nuclear accidents such as Chernobyl and Fukushima Daiichi. The usage of such networks helps the authorities keep watching and continuously identifying the radiation levels of the infected areas without threatening workers' lives. The main objective of any RDWSN is to measure and monitor the radiation levels inside the monitored area then provide an early alarm if these levels exceed the threshold values.

A common challenge for a RDWSN is how to efficiently integrate the available information from individual sensors to make a global decision about the presence of a contaminated materials or radiation leakage [15].

Conclusion

In today's world, where the threats of nuclear accidents and terrorist attacks using radioactive materials remain relevant, the development of effective and reliable systems for detecting radioactive fallout is of paramount importance. Our business plan is aimed at creating innovative wireless systems capable of quickly and accurately determining the level of radiation in the environment, providing timely warning and taking measures to protect the population and infrastructure. The systems we propose will be based on the use of a network of wireless sensors placed in strategically important locations, such as cities, industrial sites, transport hubs, and border areas. These sensors will continuously measure the level of radiation and transmit data to a central monitoring station, where the information will be analyzed and visualized in real-time. In the event of exceeding acceptable radiation levels, the system will automatically notify the relevant authorities and the population, providing them with information on the location of the contamination source and recommended precautionary measures. The key advantage of our systems is their wireless design, which provides flexibility in installation and maintenance, and also allows for the rapid deployment of a network of sensors in the event of an emergency. In addition, we plan to use advanced data processing and machine learning technologies to improve the accuracy and reliability of detecting radioactive fallout, as well as to predict its spread. The financial sustainability of the project will be ensured by a combination of government grants, private company investments, and revenue from the sale and maintenance of radioactive fallout detection systems. We are confident that our business plan has a high potential for success and will make a significant contribution to improving the safety and protection of the population from the threats associated with radioactive contamination.

References

1. https://www.researchgate.net/publication/334721900_Development_of_a_wireless_radiation_detection_backpack_using_array_silicon-photomultiplier_SiPM

2. https://www.researchgate.net/publication/338158615_Development_of_a_radiation_detection_measuring_and_monitoring_mobile_facility_with_wireless_autonomous_robots

3. https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.dhs.gov%2Fsites%2Fdefault%2Ffiles%2F2023-08%2F23_0816_st_mobile_radiation_detection_systems_msr.pdf&psig=AOvVaw21J9sPF_Qarj

bri4qSiGQX&ust=1747401451366000&source=images&cd=vfe&opi=89978449&ved=0CAYQrpoMahcKEwjo7q2cx6WNAxUAAAAAHQAAAAAQBA

4. https://www.mdpi.com/1424-8220/21/4/1051

5. https://digitalcommons.kennesaw.edu/undergradsymposiumksu/spring2023/presentations/239/

6. https://www.google.com/url?sa=i&url=https%3A%2F%2Fenergiforskmedia.blob.core.windows.net%2Fmedia%2F24836%2Fwireless-in-nuclear-energiforskrapport-2018-513.pdf&psig=AOvVaw2yDgRayEcZ_i3b-69RHQZl&ust=1747489642496000&source=images&cd=vfe&opi=89978449&ved=0CAYQrpoMahcKEwiY0JPgj6iNAxUAAAAAHQAAAAAQBA

7. https://www.nature.com/articles/s41598-022-11264-y

8. https://www.researchgate.net/publication/385637727_About_Possibility_to_Calculate_Radioactive_Pollutants_Taking_Into_Account_Climatic_and_Meteorological_Peculiarities

9. Zeynalov I.M. Development of Radioactive Fallout Monitoring Systems in Azerbaijan. Proceedings of the 22th International Conference “Modern Problems of Earth Remote Sensing from Space” Moscow, SRI RAS, November 11-15, 2024 p. 102.

10. Hasanov H.G., Zeynalov I.M. Peculiarities of satellite applications for environmental monitoring systems. Works of Azerbaijan Geographical Society Vol. XXI IMPACT OF THE CONTEMPORARY CLIMATE CHANGE ON THE NATURAL COMPLEXES AND ECONOMY SYSTEM IN AZERBAIJAN regarding the declaration of the year 2024 Green World Solidarity Year in the Republic of Azerbaijan International scientific-practical conference. June 05-06, 2024. Baku, Azerbaijan pp. 65-70

11. Zeynalov I.M. Creation of a system for monitoring radioactive fallout taking into account the climatic characteristics of the territory of Azerbaijan. CONTEMPORARY PROBLEMS OF GEOGRAPHY: INTEGRATION OF THE SCIENCE AND EDUCATION dedicated to the 29th session of the Conference of the Parties to the UN Framework Convention on Climate Change (COP29) III International scientific-practical conference II Volume. October 29-30, 2024. Baku, Azerbaijan pp. 62-69

12. Zeynalov I.M. Detection of radioactive fallout using low-orbital satellites. Science in the University Museum: Proceedings of the annual All-Russian scientific and practical conference with international participation: Moscow, November 19–21, 2024. pp. 56-59

13. Hasanov H.G., Zeynalov I.M. Manifestation of Nuclear Fallout Considering Climatic Characteristics and Implications for Business in the Territory of Azerbaijan. 5 st International Congress on Social Sciences, Innovation and Educational Technologies 27-28 December 2024 (Bangalore/India). pp. 146-154

14. https://www.epa.gov/radtown/radioactive-fallout-nuclear-weapons-testing

15. https://www.google.com/url?sa=i&url=http%3A%2F%2Fpsjd.icm.edu.pl%2Fpsjd%2Felement%2Fbwmeta1.element.oai-journals-pan-pl-118882%2Fc%2Foai-journals-pan-pl-118882_full-text_25_2699_Hashima_sk_new.pdf-2&psig=AOvVaw1vm03aPazBX391zYGolZ_c&ust=1748009736702000&source=images&cd=vfe&opi=89978449&ved=0CAYQrpoMahcKEwiA6qKZobeNAxUAAAAAHQAAAAAQBA

The Geographical Feature of the East Zangezur Region in the Economic Development of the Tourism Business in Azerbaijan

Mahbuba S. Fatullayeva

Ministry of Science and Education Republic of Azerbaijan
Institute of Geography named after Academician H. Aliyev
Baku, Azerbaijan

Abstract

The geographical features of the Eastern Zangezur region play a significant role in the economic development of the tourism business in Azerbaijan. The region's rich natural resources, particularly its mountainous landscape, mineral waters, and unique flora and fauna, create great potential for the development of various types of tourism, including ecotourism, health tourism, and adventure tourism.

The geographical location of Eastern Zangezur is also favorable for establishing connections with other regions and developing tourism infrastructure. The region's location on the historical Silk Road indicates the richness of its cultural heritage, which creates additional opportunities for the development of cultural tourism.

However, in order to develop the tourism business in the region, it is important to make efficient use of geographical features, protect the ecological balance, and ensure the economic well-being of local communities. Strategic planning and investments based on sustainable tourism principles should be implemented for this purpose.

Keywords: Tourism, Eastern Zangezur, Silk Road, economic development, natural resources, mountainous landscape, mineral waters, flora and fauna, ecological balance

Introduction

Being one of the most dynamically developing and highly profitable sectors of the economy, tourism has stepped into the 21st century as the most stable developing sector of international trade in services. In terms of income, tourism has been a leader in the top five most

highly productive sectors for more than a decade. However, in order to carry out an effective sustainable tourism the characteristics of the regions have to be considered [1].

Overall, the strategic vision is an improved regional level representation, which is now at full capacity to lead and steer regional tourism development policies on infrastructure and product development, heritage conservation and the involvement of communities.

- To support the emergence of new regional destinations, tourism and recreation zones through spatial planning, destination management and infrastructure development policies;

• To improve the capacity and expertise at the local level through public-private partnership models with local service providers;

• To integrate a sustainable tourism approach into heritage sites through implementing heritage conservation, restoration and management guidelines, as well as introducing and enabling tourism services with tourism superstructure elements;

• To support the economic and social development of communities by driving tourism demand into provincial regions, as well as increasing the quality of the offered tourist services;

• To enforce the specialization of regional destinations based on a tourism cluster approach;

• To promote thought leadership at the destination level and support knowledge-based tourism development;

• To contribute to destination competitiveness through product development and destination marketing approaches [2].

In recent years, Azerbaijan has undergone substantial economic development across various sectors, with the tourism industry emerging as a particularly notable area of progress, largely attributable to robust state support. Despite its relatively small geographical size, Azerbaijan possesses significant potential as a tourism destination. The nation's rich natural resources, well-developed infrastructure, and historically significant cultural heritage collectively position it as a compelling prospect in the global tourism market. The recent implementation of key tourism reforms, spearheaded by President Ilham Aliyev, further underscores the government's strong commitment to advancing this sector [3].

The World Economic Forum named Azerbaijan the most-improved country in terms of the business environment in the Travel & Tourism Competitiveness Index 2019. To serve the demand created by international sports, business, and political events, the tourism and hospitality infrastructure is developing quickly. A number of top-class international hotel chains such as Four

Seasons, Marriott, Pullman, Hilton, Excelsior, Rixos, Fairmont, and others operate in Azerbaijan. In 2012, Shahdagh Winter-Summer Tourism Complex in Gusar was put into operation. The complex includes two hotels ("Shahdagh" and "Peak Palace"), trade centers, a restaurant, café, game hall, equestrian sports, skiing and other services. Continuously increasing the volume of international visitors stimulates direct investment into the development of the tourism industry and related services [4].

In recent years, various measures taken in the tourism sector, which is one of the important areas in enhancing the role of the non-oil sector of the economy of Azerbaijan, have created favorable conditions for high achievements in all areas of activity, including tourism. The tourism sector plays a crucial role in the socio-economic development of all economic regions of Azerbaijan. The development of the tourism sector is formed from numerous interrelated elements of the tourism sector and its complex systems that ensure the sustainable development of tourism and meet the needs of tourists for tourism products. Special attention is paid to the development of the tourism industry in terms of "Strategic Road Map for the Development of Specialized Tourism Industry in the Republic of Azerbaijan", "State Program for Socio-Economic Development of the Regions of the Republic of Azerbaijan in 2019-2023", "Azerbaijan 2030: National Priorities for Socio-Economic Development". From this point of view, it is important to ensure the sustainable development of tourism in all areas of Azerbaijan with tourism potential. In this regard, the development of the national tourism sector in Azerbaijan, as in developed countries, is assessed as one of the priorities for the non-oil sector of the economy. From this point of view, it is very important to study in depth the aspects of socio-economic development of the tourism in order to research the ability of the specialized tourism industry to be developed in the country to meet the new level of demand in the country, and all this determines the relevance of the research [5].

In the fall of 2014, the acute fall of crude oil prices in world markets negatively affected the Azerbaijani economy. It caused two subsequent devaluations of the Azerbaijani national currency, the manat, in global markets, pushing it to fall to half of its previous value. Additionally, in January 2015, declining oil income, which was 35% lower compared to the previous month and 16.6 % lower than 2014 year's total, wreaked havoc for the Azerbaijani national income. As a result, the Azerbaijani government declared new strategies including: decreasing dependence on the oil industry, developing modern industries based on inexhaustible resources, and increasing

foreign currency in the market through increasing exports of domestic products. As such, the development of the tourism sector was and remains an attractive and effective option for economic recovery and for the greater sustainability of the Azerbaijani economy [6].

Tourism is one of the largest and fastest growing industries in the world. Tourism has become one of the most important sectors in many developing countries. Tourism is an activity with great potential due to the formation of economic dynamics and its capacity to absorb the workforce. Tourism is linked to many service sectors and the performance of the tourism sector also affects the performance of other related sectors. The tourism sector has a wide range of services offered in many areas such as accommodation, food and beverage, and agency, and also provides employment opportunities for many people.

It can contribute to a country's economic growth by creating more employment opportunities, increasing investment in new infrastructure, and increasing a country's tax revenues and foreign exchange revenues. Today, tourism has become a popular phenomenon and one of the largest industries in the world. Thanks to the great socio-economic contributions, tourism has become an important economic sector for many countries around the world.

Tourism is one of the important economic activities that not only provides a major source of income for the economy, but also creates many jobs and develops services and infrastructure. Tourism plays an important role in increasing socio-economic growth, especially in developing countries. Therefore, tourism policies and their implementation are of central importance for World Bank countries [7].

Material and methods

The tourism sector is an important economic area for Azerbaijan, and in recent years, it has been experiencing further development. Key factors contributing to this growth include the development of infrastructure, an increase in the number of hotels, and the creation of new tourist destinations [8].

At the same time, the "tourist route of Caucasian Albania" will play an important role in exposing Armenian lies that falsified the history of Karabakh. The route is prepared on the basis of advice and recommendations of scientists studying Caucasian Albania. The Albanian culture route covers 3 main corridors of Azerbaijan — Baku-Sheki-Zagatala, Ganja-Gazakh, and Karabakh. Traces of Albanian culture are more in Karabakh and East Zangezur. It has a rich

heritage related to Caucasian Albania. This place includes temples, churches, as well as traditions, etc. included. It should be noted that the tourist route, which will be created in the footsteps of the ancient Albanian culture, will be of particular importance for the promotion of the rich and historical tourism potential of our country, as well as Karabakh [9].

In the 1990s, after regaining independence, Azerbaijan abandoned its long-standing collective farming system and established a national market economy. However, the economic and social challenges arising from aggression by neighboring Armenia and the subsequent blockade created significant difficulties in ensuring sustainable food supply for the country. In response to this pressing issue, the head of state, under the leadership of Heydar Aliyev, prioritized food security. As a result of his efforts, the UN World Food Programme began its activities in Azerbaijan in 1994, providing essential foodstuffs such as flour, powdered sugar, and vegetable oil to 130,000 internally displaced persons each month. On October 20, 1995, Azerbaijan was admitted to the Food and Agriculture Organization of the United Nations (FAO). To improve the country's food supply, the state has taken a number of measures and implemented projects. As a result of the implementation of the "State Program for the reduction of poverty and economic development in the Republic of Azerbaijan for 2003-2005", the level of poverty in the country, which was 46.7%, was reduced to 15.8% at the end of 2007. The problem of poverty in Azerbaijan existed also in Soviet times at a level of over 35%, but at that time, it was never discussed by anyone, as it was included in the list of closed issues. After the first Karabakh war, this problem became more acute and as a result of this problem, the quality of health among the population decreased significantly, vitamin deficiency, anemia, cardiovascular diseases, mental disorders and nervous system, tuberculosis diseases were observed more often [10].

Eastern Zangezur economic region is particularly distinguished due to the abundance of healing springs. Up to 400 healing waters can be found in Kalbajar only in the Tutgunchay Mineral spring in Zulfugarlı village, Kalbajar district creek, a tributary of the Tartar river, which is unique feature for such a a small area. The most famous of these healing water bodies are Istisu and Mutgun mineral-thermal water bodies. Istisu mineral waters, located in Kalbajar region, are particularly distinguished by their favorable gas and chemical composition, high temperature, and large natural resources. A sanatorium with the same name was built in 1928 around the famous mineral water spring of Istisu village. Kalbajar district is known all over the world for its Istisu mineral reserve and "Istisu" sanatorium. Istisu balneological resort is

located in the northwestern part of the Karabakh plateau at an altitude of 2200 m, on the right bank of the Tartar river, in an area rich in alpine plants. According to sources, hot mineral springs appeared in 1138 as a result of a strong earthquake. Due to its chemical composition and many other properties, Istisu has no analogues in the world. The water temperature is a 58.8 degrees and can reach 74 degrees on the surface and 90 degrees in depth. Istisu mineral springs consist of 12 springs. The water of the mineral springs, drunk for the purpose of treatment and taken as a bath, cures gastrointestinal diseases, metabolic disorders, and other organs, nervous system, gynecological and some urological diseases. In the 80s, a sanatorium-resort complex and a mineral water plant were built above the Istisu spring. That plant produced 800,000 liters of water per day. Istisu sanatoriums operated in Istisu settlement of the region. More than 50,000 people are treated and rested there every year, The exploitation reserve of Yukhari Istisu waters, which is similar to the famous Karlovy Vary, mineral water deposit in Kalbajar district, is 82 President Ilham Aliyev and First Vice President Mehriban Aliyeva in Kalbajar and Lachin regions, August 16, 2021 thousand liters per day, Lower Istisu – 260 thousand liters, Koturlu - 70 thousand liters,Mutgun - 600,000 liters capacity was confirmed [11].

Conclusion

To effectively utilize the geographical features of Eastern Zangezur, it is necessary to consider the specifics of the terrain, climate, and hydrography when planning tourist routes and facilities. For example, mountainous areas are ideal for hiking and cycling tours, mountaineering, and skiing, while areas with mineral springs can be used to create health resorts and spa centers. Preserving the ecological balance is a key factor in ensuring the sustainable development of tourism in the region. It is necessary to develop and implement strict environmental standards for tourist facilities and activities, as well as to conduct regular environmental monitoring. It is also important to involve local communities in the process of nature conservation and tourism development, providing them with opportunities to generate income and improve their quality of life. The development of tourism in Eastern Zangezur should aim at creating new jobs and improving the economic situation in local communities. This can be achieved by stimulating the development of small and medium-sized businesses in the tourism sector, supporting local producers and artisans, and creating educational programs to train qualified personnel for the tourism industry. Strategic planning and investment in the development of tourism in Eastern Zangezur should be based on the principles of sustainable development, taking into account both

economic, environmental, and social aspects. It is necessary to develop a comprehensive tourism development strategy that defines priority areas, target markets, and necessary investments. It is also important to ensure transparency and public participation in the process of planning and implementing tourism projects.

References

1. https://www.researchgate.net/publication/354374532_Sustainable_development_of_the_tourism_industry_in_Azerbaijan
2. https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.tourismboard.az%2Fstorage%2F2023%2F01%2F31%2FQDhsrsfn4g3yF5hsbsCjRqSYUcZi6H02TFpltVkT.pdf&psig=AOvVaw01X46h0Y1BqOUTFsrMj5lZ&ust=1742379976960000&source=images&cd=vfe&opi=89978449&ved=0CAYQrpoMahcKEwjI0oKjtZOMAxUAAAAAHQAAAAAQBA
3. https://www.azernews.az/analysis/230114.html
4. http://invest.gov.az/en/page/sectors/tourism
5. https://www.google.com/url?sa=i&url=https%3A%2F%2Faak.gov.az%2Fupload%2Fdissertasion%2F_qtisad_elml_ri%2FcapyeniNicat_avto__%25C9%2599sas1.pdf&psig=AOvVaw01X46h0Y1BqOUTFsrMj5lZ&ust=1742379976960000&source=images&cd=vfe&opi=89978449&ved=0CAYQrpoMahcKEwjI0oKjtZOMAxUAAAAAHQAAAAAQBw
6. https://www.google.com/url?sa=i&url=https%3A%2F%2Fzbw.eu%2Feconis-archiv%2Fbitstream%2F11159%2F3554%2F1%2FCESD_Paper_Tourism_2019.pdf&psig=AOvVaw01X46h0Y1BqOUTFsrMj5lZ&ust=1742379976960000&source=images&cd=vfe&opi=89978449&ved=0CAYQrpoMahcKEwjI0oKjtZOMAxUAAAAAHQAAAAAQCQ
7. https://journal.ereforms.org/en/article/65/2023-1-6
8. https://archive.interconf.center/index.php/conference-proceeding/article/view/5556/5592
9. https://azerbaijan.az/en/related-information/223
10. **https://www.google.com/url?sa=i&url=https%3A%2F%2Fdergipark.org.tr%2Ftr%2Fdownload%2Farticle-file%2F4249642&psig=AOvVaw0hiTwtNPTNcUvpyRZCE0wR&ust=174238599560**

5000&source=images&cd=vfe&opi=89978449&ved=0CAYQrpoMahcKEwiwk__Yy5OMAxUAAAAAHQAAAAAQBA

11. https://www.google.com/url?sa=i&url=https%3A%2F%2Fereforms.gov.az%2Ffiles%2Fpublications%2Fpdf%2Fen%2F11a6f3b74851df261afd1b5bab1f920e.pdf&psig=AOvVaw0hiTwtNPTNcUvpyRZCE0wR&ust=1742385995605000&source=images&cd=vfe&opi=89978449&ved=0CAYQrpoMahcKEwiwk__Yy5OMAxUAAAAAHQAAAAAQBw