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Dr. Manoj Kumar

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FOREWORD

I am pleased to put into the hands of readers Volume-6; Issue-1: 2024 (January-February 2024) of “**Journal of Humanities and Education Development (JHED) (ISSN: 2581-8651)**”, an international journal which publishes peer reviewed quality research papers on a wide variety of topics related to, Humanities and Education development. Looking to the keen interest shown by the authors and readers, the editorial board has decided to release print issue also, journal issue will be available in various library also in print and online version. This will motivate authors for quick publication of their research papers. Even with these changes our objective remains the same, that is, to encourage young researchers and academicians to think innovatively and share their research findings with others for the betterment of mankind. This journal has DOI (Digital Object Identifier) also, this will improve citation of research papers.

I thank all the authors of the research papers for contributing their scholarly articles. Despite many challenges, the entire editorial board has worked tirelessly and helped me to bring out this issue of the journal well in time. They all deserve my heartfelt thanks.

Finally, I hope the readers will make good use of this valuable research material and continue to contribute their research finding for publication in this journal. Constructive comments and suggestions from our readers are welcome for further improvement of the quality and usefulness of the journal.

With warm regards.



Dr. Manoj Kumar

Editor-in-Chief

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Vol-6, No-1, January - February 2024

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A Study on High School English Teacher's Feedback Based on Conversation Analysis Theory: Taking Listening and Speaking Class as an Example

Qing Kang

Manage Advertising Activities in the Area Thanh Hoa City, Vietnam Presently

Vu Trong Thanh

Implicit incarnations of gender roles in the contemporary society

V. S. Sai Tharun, Prabakar S.

Analysis of Moral Education Elements in Primary English Textbook: Taking the First Volume of Grade 6 of Xiangshao Version as an Example

Chen Xiangqi

A Study on Techno-Nationalism, an Emerging Trend in the 21st Century India

Dr. P. Gopikrishna, Dr. J. Anil Premraj, Dr. A. Manikandan, Dr. M. Vinothkumar, R. Ajayendra, Dr. S. Raja, Chen Chen E. Dasigan, R. Nivardhan, D. Harish, Dr. A. Rushikesava, M. Venkata Sai Koushik

Maximizing Research Impact in Higher Education: An Approach to Identify Essential Stakeholders and Ensure Use-Inspired Outcomes

Jason A. Hubbart

Unraveling the Enigmas: Deciphering the Causes of Discord in the Middle East: A Review

Radosław Fiedler, Ellias Aghili Dehnavi

Teachers' Perception: Implementing Competency-Based Education for Grade Ten Students in East Berbice Corentyne, Guyana

Eloy Thomas, Wazim R. Sharif

The Prominent Role of Hat Chap Cai Luong Arts in Tourist Attraction to Thoi Son Island, Tien Giang Province

Ho Nhut Quang, Nguyen Phuoc Hien

Preserve and Promote the Traditional Cultural Values of the Tay and Nung people in Tourism Development in Cao Bang Province, Vietnam

Le Thi Bich Thuy, Le Thi Thanh Thuong

A Study on High School English Teacher's Feedback Based on Conversation Analysis Theory: Taking Listening and Speaking Class as an Example

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Abstract

The English Curriculum Standards for Ordinary High Schools puts forward that teaching should focus on the improvement of students' language ability. The interaction between teachers and students is an important part of the classroom and one of the most important ways to improve learners' language ability. English teachers' classroom discourse is an important medium for English teachers to organize classroom teaching and impart knowledge. Classroom turn-taking can reflect the fluency, quantity and style of classroom communication. Based on the theory of conversation analysis, this research takes one of the 15th National High School English High-Quality Classes as the research object, listening and speaking lesson as the research class type, and transcribes and analyzes classroom teaching video. Through the research, this research aims to find the types of teachers' classroom feedback used frequently in classroom and the influence of teachers' discourse pattern on students' turn-taking. And the writer finds that teacher tends to use single positive feedback most frequently in classroom, and IRF discourse pattern is the major discourse structure in the classroom. So students have a little chance to get the turn from their teachers and most of the time the class is still dominated by the teacher, and students don't need to open a new turn.

Keywords— *teacher's feedback; conversation analysis; turn-taking; discourse pattern*

I. INTRODUCTION

The interaction between teachers and students is an important part of classroom and one of the most important ways to improve learners' language ability. In order to further develop students' language ability in the teaching process, teachers should actively mobilize the enthusiasm of teaching and learning in the teaching process to ensure that students' reasonable language input and output. Therefore, mastering turn-taking ability and skills can help teachers to develop learners' language ability to a certain extent. Therefore, high school English teachers should pay more attention to the language output of students' communicative activities and the cultivation of students'

daily oral communicative competence in classroom teaching.

The purpose of this study is to summarize the characteristics of the use of teachers' feedback in high school English listening and speaking class by counting the number of different types teachers' feedback in high school English listening and speaking class. And this paper analyzes the influence of teacher's discourse pattern on students' turn-taking by recording the discourse responses of teachers and students in the process of classroom interaction.

II. LITERATURE REVIEW

As an important source of language input for learners, teacher's feedback plays an important role in teachers' classroom discourse. How to effectively use feedback to improve English teaching and learning quality is also a heated topic, which foreign language researchers and English teachers have discussed for a long time. With the development of foreign language teaching research, the relationship between conversation analysis and English teaching has been strengthened.

2.1 Conversation Analysis

2.1.1 Turn

Turn is a basic unit in conversation, which was proposed by Sacks. However, there is no uniform conclusion on the definition of turn. Edmondson, W. (1981) put forward a comprehensive definition. He believes that the term "turn" expresses two meanings: one is the opportunity to become a speaker at a certain moment in the conversation; The second is what a person says when he is a speaker. Liu Senlin (2007), a Chinese scholar, believes that turn refers to a speech that the speaker utters continuously at a certain time in the conversation process, which is the basic structural unit of conversation.

2.1.2 Turn-taking

Turn-taking is the core element in conversation analysis. Harris (1951) believes that turn taking means that the speaker continues to speak and is marked by silence before and after speaking. However, in the process of daily conversation, there will be a phenomenon that the speaker continues to speak after a short silence due to temporary thinking, which cannot be explained by this definition. Seedhouse (2004) believes that turn-taking refers to the development process of conversation between speakers in turn, including teachers' questions and students' answers. Yang Lianrui (2002) also puts forward a similar point of view. Conversation is a cooperative process in which the speaker and the hearer participate together. It is characterized by taking turns to speak. And Sacks suggests that at least and not more than one party talks at a time. In the process of conversation, the speaker and the hearer should constantly change their roles and take turns to speak.

2.1.3 Discourse Pattern

Discourse pattern refers to the discourse structure commonly used in teacher-student interaction in classroom teaching. At present, the most widely accepted analysis model of teacher-student interaction discourse structure abroad is the "Birmingham School" discourse analysis model. Through the analysis of classroom conversations between primary school teachers and students, they proposed the IRF (Initiation Response Feedback) classroom discourse structure model (Sinclair & Coulthard 1975).

There are also other kinds of discourse pattern in classroom. IRFR refers to teachers' initiation, students' response, teachers' feedback and last students' response. That is to say, after the teacher asks questions, if the students do not respond correctly, the teacher gives correct feedback, and the students imitate or repeat the teacher's correct feedback. IR_1F_1/R_2F_2 means that the teacher asks, students answer, and the teacher gives feedback. Other students may give different answers or questions to the teacher's initial questions, and the teacher gives corresponding feedback again. $IR [I_1R_1 (I_2R_2)] F$ means that after the teacher asks questions, if the students answer inappropriately, inaccurately or incompletely, the teacher does not immediately give feedback, but further guides and asks questions. The students answer again and teacher gives feedback when the answer is acceptable.

2.2 Feedback

2.2.1 The Definition of Feedback

As for feedback, Yngve (1970) defines it as a short response of the listener to the speaker in the conversation. Ellis (1985) defines feedback as a response in communication from the perspective of communication. According to the specific performance of students, teachers can respond to the students in class, which can help achieve smooth classroom communication. Bulter & Winne (1995) proposed from the perspective of the function of teacher's feedback in language acquisition that teacher's feedback is discourse information that helps learners adjust, supplement, rewrite, confirm or reconstruct. Penny Ur (1996) also believes that teacher's feedback is the teacher's evaluation of students' performance, but it is

not limited to this. To a greater extent, feedback refers to the information given by teachers on students' performance, which aims to promote students' performance. Du Chaohui and Qi Hua (2007), Chinese scholars, give a more specific definition of teacher's feedback, believing that teacher's feedback is the language in which teachers evaluate and respond to students' classroom performance, including praise or criticism given by teachers after students answer questions, as well as asking others to answer or repeating questions themselves when students do not respond.

To sum up, teacher's feedback is a language response made by teachers to students' classroom performance, and can affect students' learning and teachers' teaching. In essence, teacher's feedback is to ensure the smooth progress and implementation of teaching process and teaching behavior through information exchange between teachers and students. Teachers' feedback is generally divided into written feedback and oral feedback. This study takes teachers' oral feedback as the research object, here referred to as teacher's feedback.

2.2.2 The Classification of Teacher's Feedback

Nunan (1991) divides teacher's feedback into positive feedback and negative feedback. Positive feedback is used to confirm learners' answers or praise their classroom performance, and negative feedback is used to respond to learners' incorrect or inaccurate answers or poor classroom performance. And negative feedback is also called corrective feedback. Lyter & Ranta (1997) specialize in their study of teachers' feedback on students' performance in foreign language classrooms, and divide corrective feedback into six categories: explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition.

Lin Zhengjun and Zhou Sha (2011), based on the classification of corrective feedback by Lyter and Ranta, divide teachers' feedback into nine single types and seven mixed types by analyzing and studying the middle school classroom interaction. And in this study, the writer mainly uses this classification (Table 2.2.2.1).

Table 2.2.2.1 Types of Teacher's Feedback

Types of teacher's feedback	Single type teacher's feedback	Positive feedback
		Explicit correction
		Elicitation
		Metalinguistic feedback
		Clarification request
		Repetition
		Recast
		Expand
		Evaluation
	Mixed type teacher's feedback	Positive feedback & Recast
		Positive feedback & Repetition
		Positive feedback & Metalinguistic feedback
		Repetition & Metalinguistic feedback
		Repetition & Evaluation
		Repetition & Expand

III. RESEARCH DESIGN

3.1 Research Questions

This research mainly uses the method of conversation analysis to analyze the characteristics of teachers' feedback and the turn-taking between teachers and students in high school English class, with a view to providing suggestions for improving the quality of English teachers' feedback and students' learning.

- (1) What are the characteristics of teachers' feedback in high school English listening and speaking class?
- (2) How do teachers' discourse pattern affect students' turn-taking?

3.2 Research Object

The research object of the study is the video from National High School English Teachers' Basic Teaching Skills Competition, which is about Selected Compulsory Volume I of New Education Press. The teaching content is

Unit two, Looking into the Future, and it is a listening and speaking lesson.

There are two reasons for choosing this course: First, the video of this course is recorded by professional equipment, which can clearly record the video sounds and activities of teachers and students, so as to facilitate the transcription of language materials; Second, this course is evaluated as a quality course, the teacher's teaching level is relatively high, which can provide certain teaching experience for other teachers to improve their teaching ability.

3.3 Research Method

In order to study the characteristics of the use of teachers' feedback in high school English classes, this study focuses on the observation method. However, due to the limitation of objective conditions, the observation in this study is conducted in the form of video observation, and important turns are transcribed from the original video.

For this reason, this study uses the observation method to observe the object teaching video, and record the type, quantity and specific content of teacher's feedback in the classroom, as well as turn-taking situations such as the number of teachers and students' utterances and responses, and record the students' discourse responses to teacher's feedback.

IV. RESULTS AND DISCUSSION

This chapter mainly collates and discusses the observation data of the object class. The analysis of the data focuses on the types of teachers' feedback and the discourse pattern of teachers' turn-taking to explore the use of classroom feedback by teacher of high school English listening and speaking class, and the effect of teachers' discourse pattern on students' turn-taking.

4.1 The Characteristics of High School English Teachers' Feedback

4.1.1 Types of Teachers' Feedback

This study collates the observed teacher's feedback in high school English listening and speaking class. The writer classifies the transcribed high school English teacher's feedback according to the classification of

feedback by Lin Zhengjun and Zhou Sha (2011). See Table 4.1 for the observation results.

Table 4.1 Observations on Types of Teacher's Feedback

Types of teacher's feedback	Number
Single type teacher's feedback	16
Mixed type teacher's feedback	9

From the statistical results in the table, we can see that the use of single type teacher's feedback is more than that of mixed type teacher's feedback. Therefore, teachers tend to use simple single type teacher's feedback rather than relatively complex one.

In order to better understand the tendency of high school English quality teachers to use different types of feedback, based on the classification of teacher's feedback by Lin Zhengjun and Zhou Sha (2011), this study further collated the data of single type teacher's feedback and mixed type teacher's feedback. The results are shown in Table 4.2 and Table 4.3.

Table 4.2 Observations on the Use of Single Type Teacher's Feedback

	Types	Number
Single type teacher's feedback	Positive feedback	11
	Explicit correction	1
	Elicitation	0
	Metalinguistic feedback	0
	Clarification request	0
	Repetition	3
	Recast	0
	Expand	1
	Evaluation	0

In the single type teacher's feedback, the most frequently used is positive feedback. And in the listening part, the teacher seldom or never uses metalinguistic feedback and elicitation and so on.

The data shows that in most cases, teachers will use simple positive feedback words such as "OK", "Very good", "Great" to confirm and affirm students' answers. Especially in the teaching situation where multiple students answer the same question continuously, teachers use simple positive feedback words to respond to students,

so as to affirm and strengthen learners' excellent performance. For example:

Classroom segment one

T: What is the word for the first picture?

Ss: Artificial.

T: Yes.

Classroom segment two

T: Number one, what is Dr Hans' occupation?

S: He is a computer scientist.

T: Good!

T: What is Dr Hans' attitude toward intelligent computers?

S: He is confident and optimistic about them.

T: Yes.

Classroom segment three

T: Am I clear?

S: Yes.

T: OK.

In the first two classroom segments, the teacher uses single positive feedback to confirm the students' answer. This simple positive feedback enables them to confirm their own answers. At the same time, teacher's positive feedback will also deepen students' understanding and memory of the correct answers to a certain extent, and strengthen students' enthusiasm for learning.

And in the third segment, the teacher uses this dialogue to check whether his instructions are clear and understandable to all the students or not.

In most cases, teachers choose single positive feedback because the questions they ask are simple and the students have mastered them already. It is unnecessary to use mixed feedback. At the same time, classroom time is also an important reason for teachers to choose single type feedback. Teachers are more inclined to spend more classroom time on knowledge explanation and learning.

Table 4.3 Observations on the Use of Mixed Type Teacher's Feedback

	Types	Number
Mixed type teacher's feedback	Positive feedback & Recast	5
	Positive feedback & Repetition	1
	Positive feedback &	0

	Metalinguistic feedback	
	Repetition & Metalinguistic feedback	0
	Repetition & Evaluation	2
	Repetition & Expand	1

From the table, we can know that teacher uses positive feedback and recast in teaching process most frequently, and tends to use repetition and evaluation in the teaching process.

Classroom segment four

T: Which pair volunteer to be the first pair to share your interview with all of us. Yes, XX. Please.

S₁-S₂ (role play their group interview)

T: Good job. So one of them want to be an expertise in agriculture, who wants to design, you know, the most advanced way of producing the food. The other one is a designer marking effective cars.

In the above segment, the teacher is very satisfied with students' role play interview, so he responds with positive feedback and repeat mixed feedback, which not only encourages students to answer questions, but also provides excellent demonstration for other students.

Classroom segment five

T: Have you gotten all the answers?

Ss: No/Ss: Yes.

T: All right. Some said yes and some said no. It's ok. Because we are going to listen it for the fourth time.

In this segment, different students give different responses to teachers' question. So, the teacher first gives positive feedback and then expands to the next learning process, in order to make the students not feel anxious for not filling in the listening blankets.

4.1.2 The Discourse Pattern of Teacher's Turn-taking

After transcribing the video materials of the research object, the writer finds that the most frequently used one in listening and speaking lessen is still the IRF model. Only a few other models will be interspersed in the teaching process.

Classroom segment six

T: What about others? XX

S: I think challenges can transfer into opportunities as

well as opportunities can transfer to challenges. Because I think...If we regard opportunities in a wrong way, another opportunity, it may lead to (a long time pause)

T: A big challenge.

S: into a big challenge, and lead to bad consequences....

T: Oh, yeah. Good, sit down please. I really appreciate your ideas, and I quite agree with your ideas.

In this segment, due to the student's long time pause in his answer process, the teacher help him and elicit more information from the student.

Classroom segment seven

T: So, who is going to read Dr Han's prediction. XX

S: Computers will be clever than humans...

T: Good job. Sit down, please.

T: And who is the next volunteer to read Vincent Black's predictions. XX

S: The sea level will rise by many meters...

T: Very good. Sit down, please.

This observation is also related to the types of teacher's feedback. In the observation of teacher's use of feedback in the classroom, the use of single type teacher's feedback is significantly more than that of mixed type teacher's feedback. Among the nine types of single type teacher's feedback, the proportion of positive feedback is much higher than that of other types of teacher's feedback. However, the discourse pattern of single type teacher's feedback, especially positive feedback, is mostly IRF model, that is, teachers give feedback after students answer questions, thus ending the dialogue between teachers and students.

4.2 The Influence on Students' Turn-taking

Turn-taking is the core issue in conversation analysis. As a pragmatic strategy, it involves many linguistic and non-linguistic factors in the process of teacher-student interaction (Sun Yinghui, 2018). Therefore, teachers' reasonable allocation of turn-taking and control of turn-taking play an important role in the smooth interaction between teachers and students in the classroom teaching process.

First, the unbalanced turn allocation between teachers and students makes teachers still occupy a major position

in classroom interaction. In the process of communication between teachers and students, whether it is a single type teacher's feedback or a mixed type teacher's feedback, teachers mainly control topics. Most of the time, teacher speaks, and students only need to respond, and teacher's turn length is far greater than student's turn length. Second, classroom questions are mainly demonstration questions, and teachers will present the direction of classroom interaction, so students do not need to hold the responsibility of putting forward topics. They often only need to accept the topics designated by teachers and express their ideas on the topics designated by teachers. Third, teachers' feedback is simple and mechanical, and it will weaken learners' interest, restrict students' opportunities to participate in the classroom, and cause students to become passive receivers.

In addition, in the teaching process, teachers usually select the next speaker by selecting volunteers, which will create a situation that a few students not participate in classroom turn-taking during the class. And when students have knowledge errors or incomplete answers, some teachers will use insertion to obtain turns, so as to correct and improve them in time.

V. CONCLUSION

From the perspective of conversation analysis, this study aims to explore the characteristics of the use of teacher's feedback in high school English listening and speaking class and the influence of teacher's discourse pattern on students, so as to put forward suggestions for high school English teachers on the use of feedback and promote the development of English teaching.

5.1 Major Findings

By discussing the classroom observation materials, with the help of classroom segments, the classroom observation materials are analyzed and discussed around two research questions. Through the analysis, it is found that teacher tends to use single feedback, especially simple positive feedback. When facing students' mistakes, teachers tend to use direct correction to make sure the whole class is smooth. The teachers' discourse pattern is mainly IRF mode, that is, teacher initiates, student

responds, and then teacher gives feedback. At the same time, different types of discourse pattern used by teachers in classroom practice have different effects on students' turn-taking. From the classroom video observation, due to teachers always use IRF model in the class, it is concluded that the class is mostly dominated by teachers, and students only need to answer teacher's questions and do not need to open a new topic. And in the class, students have a little opportunity to speak, and not all the students participate in the classroom interaction.

5.2 Limitations and Implications

Due to the limitations of researchers' time and academic level, this study inevitably has some shortcomings. For example, due to the limited conditions, this study observes recorded videos, and the number of observed course videos is small, so the conclusions may not be of great universal significance.

From the above analysis, it is known that turn-taking is a key factor in promoting classroom interaction. Therefore, teachers and students should bear in mind the relationship between turn-taking and interaction. From the aspect of teachers, teacher should improve the questioning skills and make all the students participate in the classroom interaction. And teachers can change roles to become helper and organizer and give students more opportunities to speak English. As for students, they should overcome emotional disorders in the turn-taking process. In the interaction, students' fear of making mistakes will interfere with their performance. In fact, making mistakes is good opportunities for students. It enables learners to gain intelligible input in conversations with teachers and peers. Therefore, making mistakes in this sense is a potential learning opportunity.

The improvement of students' language ability requires the joint efforts of teachers and students. Teachers should pay attention to increasing the input of effective teacher talk, give full play to the indispensable role of teacher talk, and mobilize the enthusiasm of teaching and learning. At the same time, students should also take the initiative to input and output their knowledge with high quality. Therefore, the appropriate use of turn-taking in classroom can not only improve classroom interaction, but

also improve students' classroom participation and learning effect.

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Manage Advertising Activities in the Area Thanh Hoa City, Vietnam Presently

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Abstract

Currently, Thanh Hoa has become one of the provinces with high rates of economic development and growth in the country, along with the development and advancement of professions, economic and political fields, then outdoor propaganda and advertising activities have contributed a significant part in the economic and social development of Thanh Hoa province in general and Thanh Hoa city in particular. The content of this article aims to evaluate the status of advertising management in Thanh Hoa City, Vietnam. On that basis, propose solutions to improve the effectiveness of managing outdoor advertising activities in the study area.

Keywords— Manage, Advertisement, Thanh Hoa, Vietnam, Currently.

I. INTRODUCTION

Advertising has become an indispensable part of a developed society and country. Advertising not only enriches advertising businesses, but also promotes the economic development of a country, and impacts many aspects of life. However, regardless of profits, violating the regulations set out in the Advertising Law has had a significant impact on the environment, economy, politics, social safety, urban aesthetics, etc. Because of the management Advertising activities need to be paid more attention and attention to promote the building of a rich society and a strong country that can stand shoulder to shoulder with the powers of the five continents.

The economy - politics - culture - and society of Thanh Hoa province are currently gradually developing and going up partly thanks to outdoor advertising activities. Especially since the "Advertising Planning" document was approved in 2012, outdoor advertising activities installed on several roads in the province have gradually stabilized and created effective results. The results are not only positive economically but also contribute to making the urban landscape more beautiful. However, recently the transportation system in Thanh Hoa province has been developing rapidly, and many major roads have been and are being expanded. Many roads have been put into use, but have not been properly planned. methodically. That leads to many difficulties in advertising

investment activities due to the lack of clear and specific planning. Current advertising investment has reached a moderate, short-term level, affecting the US. Urban landscape and economic development of Thanh Hoa province.

The management and planning of outdoor advertising activities, by the current situation of Thanh Hoa province, is to continue to ensure elements of landscape beautification, civilized urban architecture, order, and safety. throughout the Province, this is an extremely urgent matter that needs more attention from all levels of government. Therefore, it is extremely necessary to manage outdoor advertising activities in Thanh Hoa City in a way that is orderly, orderly, and in compliance with the Advertising Law. Adjusting the entire advertising system by the provisions of the Advertising Law is extremely important in the current period.

Along with the general development of economics - politics - and society, outdoor advertising is currently developing uncontrollably and is not suitable for the urban landscape. To improve the effectiveness of state management in advertising management, competent agencies and departments think it is necessary to gradually bring advertising management activities into order, with regulations and in compliance with regulations. Advertising Law. From there, we can ensure and protect the legitimate rights and interests of consumers,

organizations, and individuals participating in advertising activities. This will contribute to promoting economic development, society, improving the material and spiritual life of Thanh people. At the same time, contributes to the creation of aesthetic beauty, architecture, landscape, urban civilization, order, and safety throughout the province. Thanh Hoa in general and Thanh Hoa City in particular.

II. OVERVIEW OF RESEARCH SITUATION

The study of outdoor advertising appeared in Vietnam and received attention from scholars relatively late. However, since Vietnam entered the market economy, this has been an issue that many scholars have focused on research, and the published works are quite diverse: scientific topics, articles, dissertations, thesis, and monographs. We can review some typical studies:

Regarding monographs, we must mention author Nguyen Kien Truong, he is the editor (2004) of "Advertising and Advertising Language", a book published by Hanoi Social Science and Science Publishing House, which was introduced to readers. Read the forms of advertising and the book also shows how to write an advertising message using advertising language appropriate to the type of advertising. Author Vu Quynh, in the book "Advertising and the Most Effective Forms of Advertising", published by Labor and Social Publishing House in 2006, mentioned types of advertising and forms of advertising presentation.

However, the author has not written clearly and specifically about the forms of outdoor advertising. There is also author Luu Van Nghien with the book "Advertising Operations Management" (volumes 1 and 2), published by the National Economics Publishing House, Hanoi in 2012, the book's content raises general issues of management, advertising operations management, clearly classifying the production process, roles, purposes, and tasks of operations management. And factors affecting operational management; View advertising management as management of the production process, this job is to create advertising products that can meet customer needs and achieve the highest business goals of the enterprise.

Currently, there are very few research topics that address the issue of outdoor advertising activities. Although some authors mention outdoor advertising activities, in general, they only analyze from the perspective of outdoor advertising activities of businesses or mention this issue in scientific articles in newspapers and magazines such as the topic "The current status of outdoor advertising activities and perfect solutions " of Tan Dai Thanh high-tech printing and advertising

company limited". This is an article by lecturer Tran Thi Phuong, of the National Economics University, she analyzed the advertising market and business activities of Tan Dai Thanh company.

This is an article by lecturer Tran Thi Phuong, of the National Economics University, she analyzed the advertising market and business activities of Tan Dai Thanh company. The author highlights the current situation and offers complete solutions for outdoor advertising activities for companies. Or author Truong Hong Phuong in Vietnam Architecture Magazine, No. 3, 2008 had an article "Outdoor advertising in Hue", the author mentioned the current situation of outdoor advertising. Currently in Hue. There are also several articles written in electronic newspapers discussing the content of outdoor advertising...

Besides, there are many theses and master's theses that have chosen this research direction from an in-depth perspective on language, type, and brand,... advertising such as a doctoral thesis on Cultural Studies on "Cultural value of Vietnamese advertising today" (2010) by Do Quang Minh, Vietnam Academy of Social Sciences. In his thesis, the author mentioned the categories of cultural concepts of activities, advertising based on its compatibility with the cultural values of our nation, and according to current public assessment; or the Master's thesis in Public Relations "Trends in developing mobile phone advertising in Vietnam" by Nguyen Thuy Duong was defended in 2012. It can be said that the topic has brought a comprehensive picture. Regarding mobile advertising activities, there is a diverse view on the development of mobile advertising forms in the years 2010 - 2012.

The above-mentioned topics and research projects are extremely valuable references for the next author in researching his or her topic. However, an independent, comprehensive, empirical research study on the issue of state management of outdoor advertising activities from practice in a specific locality such as Thanh Hoa province in general is worth considering. There are no projects mentioned in Thanh Hoa City in particular. From the above issues, it can be seen that the research topic "Managing advertising activities in Thanh Hoa City and Thanh Hoa Province today" in the current period is a new research direction compared to previous studies. previous studies. The research results of the project will be a system of scientific bases, providing directions from which to propose feasible solutions that can be applied in practice in the management of outdoor advertising activities. in Thanh Hoa City shortly.

III. RESEARCH APPROACH AND METHODS

3.1. Approach

- *Access to materials:* Refer to and research documents related to outdoor advertising activities in books, newspapers, and specialized documents.

- *Access direct survey:* Direct survey of advertising facilities, printing, construction, etc. From the actual documents, it will be the basis for proposing solutions to improve the efficiency of outdoor advertising management. in Thanh Hoa city

3.2. Research Methods

- *Theoretical research methods group:*

Method of collecting documents and data related to the topic: This method is chosen to find documents, data, and information related to the research content and research object of the topic. talent. The method will be the premise in the process of analyzing, evaluating, and synthesizing research contents and objects objectively and accurately, thereby drawing positive conclusions to serve research purposes. research of the topic, this is a very important method in the process of implementing the topic.

Synthetic analysis method: this is the method that will be used throughout the process of evaluating the content and analyzing research objects most comprehensively.

- *Practical research methods group:*

Investigation method: is a method used to supplement, update statistical data, or verify important information necessary for the process of analyzing, evaluating, and processing data and documents. service for a research topic.

Expert method: Interviewing, investigating, surveying, building questionnaires, and getting opinions from experts will help the author learn and absorb the knowledge and experience of leading experts in the industry, And propose solutions to improve the efficiency of advertising management in Thanh Hoa city effectively and practically.

IV. RESEARCH RESULTS AND DISCUSSION

4.1. Current types of outdoor advertising in Thanh Hoa City

According to statistics, Thanh Hoa is currently the province with the 8th largest economic scale in the country. At the same time, Thanh Hoa is also a locality with total FDI investment capital, industrial production value, and export goods value. largest import and annual state budget revenue in the Central region. Current

propaganda and advertising activities in Thanh Hoa City are being carried out in many diverse and diverse forms, which mainly focus on some main traditional forms such as large billboards. , advertising signs are installed and placed on the sides of house walls, house fronts, LED light box signs, small panels hung in stores, and advertising banners in front of facades or on the streets. Small and medium-sized enterprises operating in the field of advertising in the area are constantly increasing in both quantity and capacity to carry out modern, systematic advertising and propaganda projects. large tissue. Through investigation, survey, and research in practice, there are currently main types of outdoor advertising such as:

Advertising boards installed at buildings and houses: Types of advertising signs installed and placed at residential buildings are mainly concentrated in the city center area, where there is a high population density. casting, large markets, commercial centers right in the city center, ... focus on diverse types of businesses and develop strongly. This type is mainly wall-mounted signs, store signs, and signs that combine advertising with the brand name of the goods. Products of this type of advertising are often large, large-scale, and catchy. eyes, to attract the attention of passersby and traffic participants.

Advertising signs installed at construction sites and houses often have diverse and varied sizes and shapes, not following any specific standards. The location for hanging, placing, and erecting signs and boards is usually on the side of the house wall. , on the side of the top floor of the building, or a store sign right in front of the business front, or installed much higher than the business front to attract attention. Therefore, these types of signs and billboards are quite diverse, easily causing offense and affecting urban aesthetics. According to the provisions of the current Advertising Law: Signs and billboards with a one-sided area of over 20m², if attached to an existing construction project, must apply for a construction and installation permit, so to circumvent the law, businesses often Hanging or installing billboards or billboards that are not in the correct area as notified to the management agency or installing wall signs that exceed the area. This action can easily cause danger and insecurity not only for people living there. around, traffic participants let the owner install signs and boards.

Along major national and provincial highways, there are currently several signs and boards installed that encroach on sidewalks, roadways, curbs, and traffic safety corridors, not only causing unsightliness but also causing harm. dangerous for road users. According to the provisions of the Advertising Law for horizontal signs, the maximum height is 02 meters (m), accordingly the length

of the installed sign must not exceed the width of the house facade; For vertical signs, the maximum width of the sign when installed is 01 meters (m), the maximum height is 04 meters (m) but is not allowed to exceed the height of the floor where the sign or sign is installed. Boards and signs must not completely cover emergency and fire escape spaces; It is not allowed to encroach on sidewalks, roadways, or curbs, affecting public transportation and causing a loss of urban aesthetics. Activities in installing signs and billboards in public places need to be ensured to ensure technical standards according to the provisions of law and comply with legal documents on outdoor advertising activities, especially the promulgated Law on Advertising [1, p.16].

Banner advertising: is a traditional form of advertising. Advertising banners usually have two types: horizontal banners and vertical banners. When advertisers hang banners, they must have the Department of Culture, Sports and Tourism of Thanh Hoa province confirm the advertising products on the banners. In addition, propaganda banners promoting political events will be allowed to hang across national highways, provincial roads, and inner cities. However, they must also comply with the regulations: poles hang with iron poles; The height from the road surface to the bottom edge of the banner is 5m. If it is a banner advertising products or goods, it is only allowed to hang along both sides of national highways, provincial roads, and inner cities. According to the current regulations of the Advertising Law, the maximum time limit for hanging banners is 15 days for an advertisement, but many businesses and advertising entities have not revoked the banners when the allowed advertising period expires. This has caused a situation where banner advertising is messy, overlapping, and damaged, and sometimes the banners fall completely on one side onto the road, causing traffic insecurity and seriously affecting the urban landscape.

Mobile advertising: Advertising on means of transportation is also a popular form of advertising today, attracting the attention of many people such as advertising on buses, taxis, trucks, passenger cars, or even on the body of a car. flying, etc. In the past, posting advertisements through loudspeaker systems and traveling on vehicle bodies passing through roads was very popular. In the past, we often saw advertisements selling tickets for music, theater, circus shows, etc. of performing arts troupes touring all over the city by car, auto-rickshaw, motorbike, or motorbike. pedal,... with familiar, attention-grabbing pre-recorded invitations. Before the Advertising Law was established, advertising using loudspeakers moving on the street was allowed to operate and was quite popular, but an advertising license had to be obtained from competent

licensing agencies. But by 2013, when the Advertising Law officially took effect, mobile advertising activities were banned in urban areas and urban areas of cities and towns, if organizations and individuals wanted to post ads on the Internet. Means of transportation can only stick and draw advertising content. In addition, from time to time we still see circus troupes on tour in the area that will organize motorbike rides to advertise the performance on loudspeakers. But nowadays this condition is very rare. Mobile advertising is a type of advertising that is very difficult to manage because it is under the management of many functional departments and agencies. The advertising subject does not stay in a certain area, but moves continuously or circumvents the law by instead of using cars with loudspeakers in urban areas, they use motorbikes or bicycles with loudspeakers attached. advertising throughout residential areas. This form of advertising often uses loudspeakers that exceed the permissible noise level, disrupting urban order and causing discomfort to residents living in that area.

Classified advertising: This can be said to be the type of advertising that causes the most loss of aesthetics, environmental hygiene, and urban aesthetics, with main forms such as: distributing leaflets, leaflets, posters, direct printing, or pasting on paper. walls, lampposts, tree stumps, drawing on walls, pasting ads on people's doors, pasting on electricity poles,... Most classified ads will have a small area but large numbers, causing discomfort to users. People's houses have advertising paper stuck on their walls and doors because advertising paper pasted on top of each other when peeled or pasted will lose the aesthetics of the house. Therefore, people who post classified ads often choose quiet hours such as midday or late at night to operate. Usually, the time and location of advertising will not be fixed, irregular, most of them do it. outside of business hours, or constantly switching locations to avoid detection,... In central areas, schools, hospitals, and densely populated areas in Thanh Hoa City, classified advertising activities are appearing rampant, and extremely chaotic, causing public disorder and chaos. seriously affects urban aesthetics. In addition, it also pollutes the environment due to the amount of decal paper discharged. Most of the classified ads are not licensed, and the content and form of advertising on the classified flyers are not consistent with the fine customs and cultural traditions of Vietnamese people such as drilling and cutting concrete, university entrance exam preparation, tutoring services, drain cleaning, septic tank pumping, car repair, debt collection, black credit, etc. appear densely on walls, electric poles, tree stumps, especially waiting points, bus,... In the situation of leaflets and leaflets being spread all over the streets, sometimes the person distributing the

leaflets does not need to know whether the recipient has read the content or not, stuffing them into the back of the car in large quantities with contents such as restaurant openings and promotions. in electronics and home appliance supermarkets, exam preparation schedules, class schedules, etc., creating a situation of junk and dirty advertising causing frustration among people, affecting traffic safety and unsanitary conditions public.

In addition to the types of advertising mentioned above, there are several other forms of advertising such as: organizing groups of people riding bicycles, motorbikes, or even convertible cars, etc advertising, offensive clothing Riding on major roads. Or in central areas or densely populated roads during rush hours to attract attention and integrate into events and sports tournaments. , cultural programs, advertising on billboard systems propagating political missions in the form of sponsors, etc., causing traffic obstructions and objections. Outdoor advertising is a form of outreach. fastest and closest to the public and it is quite effective due to its direct advertising nature.

Current propaganda and advertising in general have demonstrated their role as important information transmission channels, conveying promptly, vividly, and effectively the Party's policies and guidelines, as well as the state's laws. such as promoting information and product quality of businesses, manufacturing establishments, and social organizations to local people. However, widespread advertising that does not comply with regulations or violates the law will bring disapproval and discomfort to people, cause a loss of urban aesthetics, and affect traffic safety and hygiene. environment, disrupting public order and damaging the image of the country and the people of Vietnam in the eyes of tourists.

4.2. General situation of outdoor advertising activities in Thanh Hoa City today

In Thanh Hoa province today, according to the most recent statistics, there are nearly 21,000 businesses. Up to now, the entire Thanh Hoa province has 2,200 businesses established, ranking 8th in the country and leading North Central provinces in terms of number of newly established businesses; remitted to the state budget accounts for about 51% of total annual domestic revenue. The growth rate of total products in the area (GRDP) in 9 months is estimated to reach 7.72%; State budget revenue reached 29,000 billion VND, equal to 85% of the estimate; contributing to mobilizing development investment capital of VND 100,000 billion.

Thanh Hoa enterprises are mainly small and medium enterprises, even micro private enterprises, operating in diverse fields, and are distributed throughout 27 districts, towns, and cities. Activities of local

advertising businesses according to the Summary report on the implementation of the Advertising Law dated September 13, 2021, of Thanh Hoa Department of Culture, Sports and Tourism: number of businesses registered for business Advertising services based in the province: 109 businesses. With a large area and a variety of advertising locations, businesses in Thanh Hoa can be completely assured that the brand image will easily reach a large number of viewers from many different angles. each other, but most of them are tourists both at home and abroad.

Currently, on the roads of Thanh Hoa city, towns, central areas, or districts and towns, the situation of outdoor billboards and mobile billboards is widespread and displayed haphazardly. , occupying hearts and sidewalks with all styles and colors. These billboards are placed haphazardly and arbitrarily, the size does not follow any standard, and many signs and billboards do not have or have incomplete information about the license number, license duration, and name of the person applying for permission to advertise. Along with that, posting flyers and hanging advertisements on walls and electricity poles destroys urban beauty. Typically, along the routes of Le Lai, Tong Duy Tan, Hai Thuong Lan Ong, Phan Chu Trinh,... (Thanh Hoa City), the current situation is that people place signs and mobile billboards in a disorganized and unorganized manner. order on the sidewalk, right next to the road, and the roadside, causing serious impacts and obstructions for pedestrians and other traffic participants.

The above advertising situation not only causes difficulties for management but also causes economic loss because advertising fees cannot be collected, especially for small and retail advertisements. From 2019 until now, due to the impact of the COVID-19 pandemic, many businesses have had to temporarily close and stop business operations. To create conditions for organizations, businesses, and individuals to restore production and business, every year according to the specialized inspection plan for culture, sports, and tourism, they still organize inspections of advertising activities but Mainly propagate and remind production and business establishments to comply with legal regulations in advertising activities. Therefore, during this period there have been no strict measures to handle or administratively sanction any units or businesses related to advertising activities.

To rectify outdoor advertising activities, the Thanh Hoa Department of Culture, Sports, and Tourism has issued many documents guiding and propagating the Law on Advertising. Organizing regular inspections to rectify advertising activities and commerce. The receipt of advertising notification documents is carried out seriously

and strictly by the prescribed process and time, ensuring the most favorable conditions for organizations and individuals wishing to carry out advertising. in Thanh Hoa province. Leaders at all levels have strengthened propaganda work and guided organizations, businesses, and individuals to comply with advertising regulations according to the Advertising Law in applying for permits to build and install signs and billboards. advertising sign.

To strictly manage outdoor advertising activities, from 2013 to the present, Thanh Hoa Province has been implementing the "Plan for organizing and implementing the Law on Advertising in Thanh Hoa Province". Currently in Thanh Hoa City, a synchronous propaganda system has been formed, closely serving the political tasks, outdoor commercial advertising, and socio-economic promotion of the country. Thanh Hoa province is developing strongly. At the same time, also determine and re-plan the land location, forms of some propaganda means, the occupied space, and the scale of some types of outdoor advertising such as specialized advertising screens, Banners, panels, signs, LED lights, advertising panels standing alone or attached to construction works, etc. On that basis, submit to competent management levels or land lessors for long-term use by the provisions of law. Creating a legal basis for state management, bringing economic efficiency to the provincial budget, and contributing to building civilized, clean, beautiful, and increasingly strong economic cities.

V. CONCLUSION AND RECOMMENDATIONS

In recent years, it cannot be denied that outdoor advertising activities in Thanh Hoa City have been growing stronger, going up along with the economic growth of the city in particular and the entire province. Generally speaking. For that reason, outdoor advertising types are becoming increasingly diverse, increasing in number, and diverse in types and advertising methods. However, besides the visible superficial benefits, outdoor advertising activities also have many limitations that need to be handled promptly to make adjustments in management activities. Developing legal documents, creating a legal corridor to manage advertising activities, and implementing administrative procedure reform have brought benefits and advantages in promulgating and managing advertising activities. out side. But, up to now, the legal system from central to local levels in the field of outdoor advertising still has many shortcomings. The awkward and slow handling of implementation work, especially the coordination between departments and branches related to people's awareness, is still limited.

From that situation, requirements have arisen: to build and establish appropriate documents and measures to improve state management capacity on advertising activities in general, and manage external advertising activities. heaven in Thanh Hoa city in particular.

Strengthen innovation of management mechanisms by the Party's guidelines and policies. Building, developing, and managing outdoor advertising activities according to the Party's guidelines and policies in market economic conditions is a problem facing many difficulties. Therefore, Party committees and Thanh Hoa city authorities at all levels need to focus on innovating management mechanisms to suit the practical situation of the country in general and localities in particular.

First of all, it is necessary to inspect and review the system of legal documents and implementation according to legal documents and regulations on outdoor advertising in the city. In the work of developing plans, projects, and reports, it is necessary to focus on properly evaluating practical practices in the process of implementing and guiding the implementation of state legal documents and regulations on advertising. At the same time, there is a need for comments on adjustments, and proposals to supplement and complete the system of legal documents to suit the reality of the economy. Carry out a good review and re-evaluation of local advertising regulations on a regular and continuous basis, thereby promulgating new documents more suitable to the actual situation and practical requirements.

It is necessary to develop a clear plan for outdoor advertising activities, most specifically in the current period, when outdoor advertising has been making an important contribution to promoting the province's economy, contributing to creating a new face for the urban landscape. To solve long-term problems, it is thought that leaders at all levels need to develop an outdoor advertising plan in the area until 2030, with an orientation to 2050.

It is necessary to arrange and balance capital sources for visual propaganda advertising activities and advertising that is not intended to make a profit. Must determine investment capital needs, and allocate appropriate capital sources from sources: State, enterprises. For commercial advertising: It is necessary to increase calls for funding from individuals and businesses.

There needs to be a detailed land planning plan for propaganda, political propaganda, and outdoor commercial advertising. There needs to be a specific incentive mechanism to attract investors.

It is necessary to pilot large-scale advertising propaganda boards in locations adjacent to and connected to neighboring provinces and districts. Increase advertising

installation in large parks today such as Bo Ve Park, Hoi An Park, ... and some public places that attract large crowds of people. Some central positions may combine commercial advertising with propaganda to serve a political mission.

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Implicit incarnations of gender roles in the contemporary society

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Abstract

The positions that men and women are supposed to fill depending on their sex are known as gender roles. Based on the social structure and hierarchy, men and women are assigned certain roles, which leads to stereotyping of genders with rigid gender roles. The patriarchal framework also fuels these gender roles and vice versa. The different explanations of the word "Gender roles" are extracted through an examination of the research articles that were conducted on the topic. This investigation into the younger generation's comprehension of the concept of gender roles that have been established by our society has been carried out to gather information. To accomplish this, an initial survey will be carried out on the population that falls into the age category spanning from 14 to 63 years old. The data is carefully analysed to arrive at a conclusion. A personal reaction that we received from individuals on a socially inappropriate subject also included, albeit in a short form, in order to gain an understanding of how far society has progressed from its earlier stages over the course of the years.

Keywords— Biological sex; Gender; Gender roles; Social role theory; Survey

I. INTRODUCTION

The concepts of gender and sex are completely distinct from one another. The term "sex" refers to the biological identification of a person, which is determined at the moment of a person's birth based on their physical and physiological characteristics. whereas gender is something that a person can associate himself or herself with in some way. Meanings and beliefs determine a person's gender (Blackstone et al., 2003). The sex of a person is frequently used to determine a person's appropriate gender position; for example, a female is more likely than a male to be submissive and compassionate. Therefore, positions of compassionate character are generally those that are given priority when hiring a female employee (Lindsey & Linda L., 2020). As a result of the perception that men are more capable of physical labour and intellectual endeavours, society generally expects men to pursue careers in these areas. People are held to different standards based on their gender in our culture, and these expectations are referred to as "Gender roles" (Wharton, n.d.). The concept of gender is one that has been historically constructed through people's

interactions with one another and their surroundings. In the beginning, our culture accorded different positions and values to different people entirely and exclusively on the basis of their gender. (Tong, 2012) These attributions are steadily shifting among people as time goes on, and an alternative perspective on gender norms is being established as a result of this change. Despite this, there are still a lot of people who adhere to the outdated ideas that have been passed down about how men and women should behave in terms of their positions and responsibilities in society. Gender has persisted in our society for a very long time. It is an artificial term that has arisen from interactions among people with each other and with the environment (Blackstone et al., 2003). Gender will continue to exist for as long as people communicate with one another and continue to organise themselves into societies. It is now an inseparable component of society and has fully integrated itself into the obligations that are inherent to society. The concept of gender has been around for a long time, but different people have different ideas about what it means. These interpretations and concepts continue to evolve along

with the shifts in society that are brought about by the passage of time, revolutions, theories, and conversations. The most fundamental aspect of the gender categories that exist in our culture today is gender. As with gender, different individuals will have different interpretations of what gender roles entail, and these roles will shift from society to society and over time according to factors such as culture, sex, and relationships. (Blackstone et al., 2003). When a person is observed for the first time, the gender of that person is the first thing that is characterised, even if there is no significance to gender in the setting in which the observation is being made. Because of the dichotomous nature of gender, people have a tendency to make direct comparisons between men and women, which in turn has contributed to the formation of gender stereotypes. Because of the inevitable contentiousness that arises from discussing gender norms, the topic is rarely broached in contemporary society. There is a blurring of the lines between gender duties and gender prejudice, which suggests that the positions that are allocated suggest that one gender is preferable to the other. (Frawley, 2012) Because of this, it is an important subject of conversation that needs to be zeroed in on and talked about honestly. The beliefs that have been held traditionally about gender roles centre on the roles that each gender is expected to play in terms of responsibilities and behaviours in the professional and household spheres. (Dicke et al., 2019). The researcher looks at how gender roles are interpreted in today's society, how they intersect with gender preconceptions, which actors play a significant role in the passing of gender roles, and how they developed from conventional beliefs. In this research, we performed a survey to look at how gender roles are interpreted in today's society.

Need of the study

'Gender and roles' are two terms that may appear to be mutually exclusive but are in fact extremely interconnected and have a significant impact on other sectors and areas of society. Social Role Theory has added to this area by researching men's and women's conduct as well as prejudices and beliefs that exist in our society. However, this alone does not describe a wide range of subjects of interest. Gender plays a significant role in the world that has been established for politics, economy, and, most significantly, fundamental liberties such as equity, education, and so on. Studying gender and how it influences an individual's job choice through the views of society will help answer questions about the challenges women experience in politics and economics, among other things. In the twenty-first century, when our society has finally begun to embrace people coming out and investigating their gender and sexuality, gender research will make it simpler for people who identify as having a fixed gender. A few

years ago, it was widely assumed that there were only two genders: male and female. However, we have hit a point where individuals have been classified as belonging to a gender that is neither of these. There are over 20 different kinds of gender, including gay, androgynous, demi-gender, intergender, and others. The implication is that changes are happening at a quicker rate than anticipated, and assigning positions based on a person's actual sex is something we should consider. The least we can do is comprehend how society views the highly unpopular topic, 'What are Gender Roles?' As a first step towards addressing these concerns about gender norms, we are undertaking an initial poll of individuals of all ages, origins, genders, races, occupations, and so on.

II. RESEARCH METHODOLOGY

The current study is a cross-sectional study that employs primary data. The targeted population is anyone with a basic education to understand the intensity of the survey conducted. Apart from that, no other restrictions were placed on the respondents. Respondents belonging to any age group, profession, ethnicity, gender, or any other criteria could be part of the sample. The sample survey conducted has the responses of the individuals recorded, and from the data obtained, the sample size for the survey conducted is 136. The age groups of the people in the sample range from the lowest at 14 to the highest at 63. The study was mainly comprised of respondents belonging to the middle age group rather than teen adults. So, the study will mostly comprise the perspectives of older generations on the topic of gender and roles. The gender of the respondents was not considered as part of the study because that would mean the responses should be segregated, and that would certainly lead to a different part of the study where the focus will be on how different genders consider the roles they were assigned to base on their biological sex. To avoid further segregation in the study, the gender of the respondents is not considered. There is also assurance that the respondents have all undergone the basic education required to understand the intensity of the topic, the research, and the definitions of the terms used in the survey. A self-structured questionnaire with multiple choice and a few descriptive questions was prepared and circulated among the different age groups. The respondents are considered the sample, and that makes up the sample size of 136. The questionnaire consisted of a total of 14 questions, which were prepared after reviewing multiple literature articles on the topic. The collected data was analysed by statistical analysis and connected with theories related to gender roles for deriving conclusions about gender roles in the contemporary social structure.

III. LITERATURE REVIEW

Sociological Perspective

Sociology is all about the socialisation process, and they point out the gender norms that are followed from the birth of a child depending on the child's gender. The behaviour of people surrounding the child is heavily based on the gender of the child. Female children are handled with care and taught to be docile and emotion-oriented. Male children are taught not to express their emotions and to be goal-oriented. These are followed according to the gender norms that are considered acceptable by the people living in society. As society is not uniform or unique, socialisation and these gender norms vary from one society to another.

Ecological Perspective

The ecological perspective tells us about the interactions between the citizens, the community, the surrounding environment, and the various social groups. This in turn reflects the principle that gender roles are not solely created by an individual. In addition to that, there is a major role played by the physical and social environment and relations that we as individuals operate in and thus are part of. (Blackstone et al., 2003) For example, it is not that a woman and a man working in a company have themselves designed their roles. There are contributions from the surrounding colleagues, the superiors, other companies, and so on. The roles of individuals are, to an extent, determined by the society that we associate with. The roles of that woman and man will be determined by the authority by mimicking what has already been followed in other companies or by assuming that certain jobs should be handled on the basis of gender, and here they consider other factors like biological, cultural, and so on.

Heredity and environmental perspective

There is a general, illogical assumption that females are not as strong as males and that they are not smart enough. Thus, women are treated as the 'inferior' gender and associated with characteristics like being docile, fragile, hard to understand, and complicated. Whereas men are considered wise and brave and are associated with features like courage, valour, intelligence, knowledge, strength, and so on. The studies conducted by scientists have shown with proof that there is no gender-based differences in general and common intelligence between the two genders. That means that the assumptions about 'men are wiser than women' or vice versa are invalid and are merely considered assumptions. Nature and nurture are two important factors that determine the gender of a person. But along with that, the interactions with society and biology will then develop the characteristics that will ensure other

features in both males and females. There are a few studies that show that if a female foetus was subjected to the male hormone called androgen in the 2nd semester of pregnancy, then there is a higher probability of the female developing a personality that will help her break out from the typical gender roles stereotype that is assigned by society. It might not make sense that these two factors—genetics (hereditary) and environment—are two factors that affect gender-roles. (Cleveland et al., 2016) But there has been so much research, and there is still ongoing research, with monozygotic twins (identical) and dizygotic twins (fraternal), that we have concluded that these two are in fact two very important factors and perspectives towards gender roles that we must pay attention to.

Feminist Perspective

This is the newest addition to the perspectives, and this is the most modern view that most feminists will agree with, hence the name 'The Feminist Perspective'. This talks about how so-called gender roles are not fixed. They can be unlearned, and they are not fixed to the gender that you identify with. It further points out the fact that no job or role should be assigned to an individual based on their gender or sex. (Alhumaid., 2019).

Instead, all jobs and basic responsibilities must be taught to every single person so that they are capable people who can survive on their own without depending on anyone. It is possible to unlearn and relearn the values, roles, and responsibilities that have been indoctrinated into an individual from childhood by our culture, society, and ancestors.

Socialisation's take on gender roles

Studies about gender and gender roles are very new topics in sociology, but these are very relevant topics. The introduction and inclusion of these topics began with the women's movement, led by those who strongly believed that women were treated unequally in all aspects compared to men. And these people were given the term "feminists." The feminist movement gained attention and thus led to the inclusion of these topics in the study, and later they came to the understanding that there weren't enough studies about women and their roles. Studying this, in turn, will help them determine the roles of men in society. In short, we can say that it is what was initially termed "Sociology of Women" that has morphed and transformed into what is now taught as 'Sociology of Gender' to the aspiring sociologists of our future generation. The conundrum that most sociologists encountered during the study of gender roles was whether it was due to physical and biological factors or other factors like culture, social groups, environment, and social interactions with one another. It is still elusive, and we cannot pin-point one such factor. Nevertheless, what has

been found out and is now focused on is that society and social factors do influence gender roles. The study of this is termed "gender socialisation. Gender socialisation is defined as "processes through which individuals take on gendered qualities and characteristics and learn what their society expects of them as males or females", as said by Amy S. Wharton in her famous book titled 'The Sociology of Gender: An Introduction to Theory and Research'.

Theory of Social Learning

Both positive and negative reinforcements that children are taught based on gender-appropriate and gender-inappropriate behaviour teach them about gender roles. And learning need not be only through instructions or oral knowledge that the child receives. Most of the learning happens through the four factors that determine the process of socialisation: imitation, suggestion, identification, and language. (Pescaru., 2018).

Of these 4, observation and mimicking, which come under imitation, are the ones through which children identify the gender roles that our society has asserted. By reinforcements, we refer to both rewards and punishments. These are the primary differences that children will spot and associate with gender. (scott., 2016) One example is in the case of two children playing in a playground, and if a girl falls and gets injured, she is consoled by her parents and rewarded with chocolates. In case it is a boy who falls and injures himself, if he cries, he is told by his parents that "boys shouldn't cry," and he will be warned to be careful the next time and will be left on his own to take care (Daines et al., 2021). Such minor actions will easily be noticed, and children will read between the lines and associate their behaviour with rewards and punishments at first. As they age, they will start associating their behaviour with gender and will consider those to be their roles.

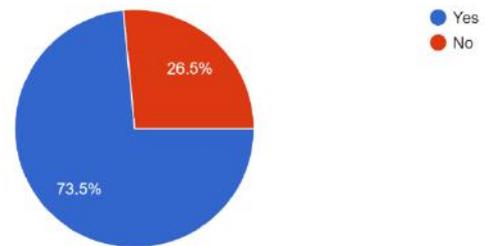
IV. RESULTS AND DISCUSSION

Results of Descriptive Statics of Survey

Age

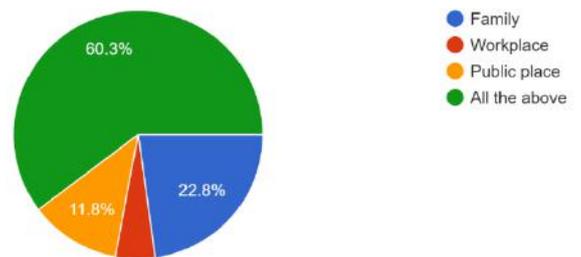
Most of the respondents belong to the age group of 45, which is the middle-aged group. As mentioned before, the gender of the respondents is not prioritised in this study to avoid a change in focus. The youngest person to take part in the survey is a 14-year-old, and the oldest is a 63-year-old.

Experience of gender roles



The pie chart represents with clarity the answer to the specific question. The inference is that more than half of the sample, or 73.5%, acknowledges that they have indeed experienced or come across the issue of gender roles either within their family or with their peers. We are not ignoring the minority group, and it is to be noted that more than 1/4th of the population, that is, 26.5% of the sample, has not had this experience.

Prominence of Gender roles



This topic must be carefully understood. The majority of the sample, 60.3%, stated that gender roles are widely visible in all three areas, namely the home, the job, and public locations. Again, 22.8% said it happened in the household, with 11.8% saying it happened in public areas and then at work. When it comes to where a person spends the bulk of their time, all three areas are extremely important to an individual's existence. When they are a member of a family, they go through a period where they are moulded into an individual with a distinct identity. What a kid sees is what he or she will remember, and they will integrate those lessons into their behaviour even if an adult does not tell them to. Such a shift in behaviour will develop with them and will soon become part of their character as well as their beliefs and ideals. The workplace is where an individual must demonstrate everything he or she has learned as well as connect and converse with other human beings. Restaurants, educational institutions, groups, faith sites, the government sphere, and other public locations will be included. Gender norms are also prevalent in these regions. For example, in the past, males dominated the political arena in schools because they were seen as competent at guiding the youth. Similarly, men were given

greater standing than women in schools and church institutions because they were deemed intelligent and well-educated. family, they go through a period where they are moulded into an individual with a distinct identity. What a kid sees is what he or she will remember, and they will integrate those lessons into their behaviour even if an adult does not tell them to. Such a shift in behaviour will develop with them and will soon become part of their character as well as their beliefs and ideals. The workplace is where an individual must demonstrate everything he or she has learned as well as connect and converse with other human beings. Restaurants, educational institutions, groups, faith sites, the government sphere, and other public locations will be included. Gender norms are also prevalent in these regions. For example, in the past, males dominated the political arena in schools because they were seen as competent at guiding the youth. Similarly, men were given greater standing than women in schools and church institutions because they were deemed intelligent and well-educated. Despite the fact that our society has moved on from these ideals, there are still many examples of gender roles in different areas. Another massive subject that has piqued the interest of youthful scholars is gender responsibilities in the contemporary age.

Family

The primary roles begin in the family. A conventional family consists of a mother, father, children and other distant relatives like grandparents, uncles, aunts, cousins etc. You can evidently see the gender roles taken up by the different members in a family.

Marriage

Among couples, there are prevalent gender roles that they are assigned to carry out once they are married. These are determined mainly by their culture, religion and country. In an orthodox family, women could be forced to give up their job and take up household duties and the male partner is pressured into stable employment and family support. Under current gender roles followed in most of the countries, men have the role of breadwinner and women have the job of feeding the family.

Parents

Both mother and father take on the responsibilities of parents and have a role in guiding the child in various ways. This largely depends on the gender roles, or rather has reached a stage where it is defined by gender roles. Mothers are considered nourishing figures due to their biological role in upbringing of a child. When a baby is born, the nourishment it needs to survive comes from the mother. This is one of the most important reasons why mothers have a supportive and caring role whereas fathers are seen to be stricter and play a greater role in decision-making and management of the family's financial condition.

Workplace

This is an important area where gender roles are concentrated. Before industrialization, men majorly focused on agriculture and women looked after the family. After industrialization, with the growing demand for labour, women also slowly entered the working class. During this time, there were some jobs which were considered feminine like nurses, bakers, cleaners etc and given to women and those who accepted the jobs defined by men like army, construction work, teachers, doctors etc were disapproved. Even today, after so many revolutions and manifestations, the segregation of jobs based on gender roles still exists in some parts of the world.

Another part of the workplace that is gendered is people who work in the same field. In a patriarchal world, women are undercut and considered inferior to men. In interviews, a woman's ability to manage her personal and professional life together is questioned, whereas for a man this is of no importance. When focusing on projects or business trips, priority is given to a woman's family background and obligations to her family rather than her skills and the hard work she brings to her job. Women are encouraged to fill secretarial positions when it comes to taking care of their work supervisor's work, ensuring everything runs effortlessly, and scheduling. Men play leadership roles that involve leading a team, making important decisions, managing people and so on.

Peer Group

After family, gender roles are imposed on peer groups. Stereotypical messages passed on between peers can influence people. One collects information about one's gender role from one's peers and accepts it, assuming it is general and normal.

Educational Centres

The primary centre where children are exposed to and taught about gender and gender-associated roles It is through the socialisation that occurs in school—the conversations with teachers, interactions between students, and the textbooks—that the child gets an idea about gender roles.

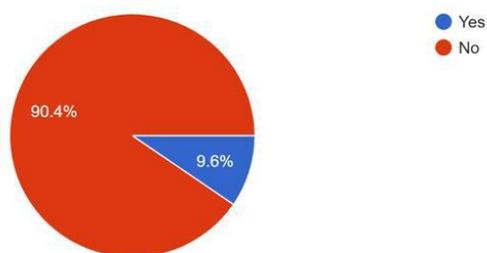
Teachers

How the teachers socialise with the students shapes their thoughts on a variety of issues. That's why teachers are important agents of socialisation and can have a direct impact on the future citizens of the country. Children learn in depth about various subjects from their teachers, and it is necessary for the teachers to be familiar with the appropriate gender roles in order to pass them on to the next generation.

Textbooks and magazines

Information in textbooks is pivotal to how a child interprets gender roles. The words and images that are represented in the pages are of great significance. It indirectly highlights the traditional role of the child in society and makes it easier for the child to accept it. A child is encouraged to follow the rules assigned to him by an authority figure that is taken over by parents at home and teachers at school. They blindly follow the rules without questioning, and hence it is easier to influence them with the pictures in the textbooks and associate them with genders. How the characters are portrayed in the books indicates how the children analyse the outside world and relate to the roles assigned to them. It is more significant in the primary classes as the child is more curious to learn, has keen observational skills, and analyses quickly (Atay & Danju, 2012).

Gender roles and Sex



The indirect inference is that we can interpret that those who belong to the majority, that is, those who believe gender roles and the sex of a person are independent of each other, have a clear definition and understanding of the two terms, gender and sex. Many times, people assume that both gender and sex are synonyms and that they are of two types: male or female. The reason for this assumption is that these respondents were able to understand the terms properly enough to come to the conclusion that both are independent attributes. Sex is a biological concept, and there are three possibilities that will be assigned to an individual upon birth. These 3 possibilities are: female, male, and intersex. On the other hand, gender is what an individual identifies themselves with, and it is not limited to these three possibilities. It is normal for a person assigned as female at birth to later identify as male. Here, female is the biological sex assigned to the individual, and the gender that the person identifies with is male. So, when the question is answered, the majority says that the roles and duties assigned to the person should be based on their sex, which is not based on female sex. The minority might or might not have understood the definitions of the two terms. It cannot be concluded. Either way, their interpretation is that the

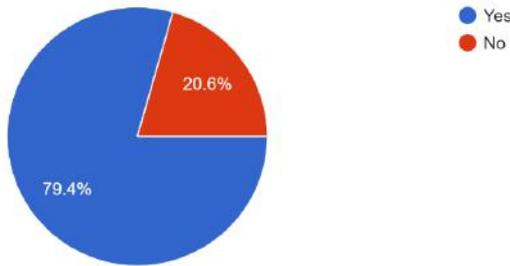
roles must be assigned based on the female sex and not on the male gender that 'he' considers himself to be.

If your answer is "yes" for the previous question, then why?

Since this was a descriptive question, a wide range of responses were obtained. But since it was answered by people who answered the previous question as "yes," only a very small percent of the total respondents had answered this question, that is, 9.6% of 136 respondents. The study will be more precise and accurate if attention is given to analysing the individual answers. Further, this will improve our understanding of the thought process behind the answers and why exactly they stuck to the misinterpretation that gender roles should be assigned based on the biological sex of a person. Most of the answers are 'Gender roles should be based on gender,' or rather, they point towards the same answer through different words. This gives us clarity regarding how most people are still not clear about how different these two terms are and that they are not one and the same thing. 'Sex' refers to the biological sex of a person that is determined at birth. Whereas "gender" is more about acquired values and morals and what an individual identifies with. It could be the same as their biological sex or entirely different, and both situations are normal.

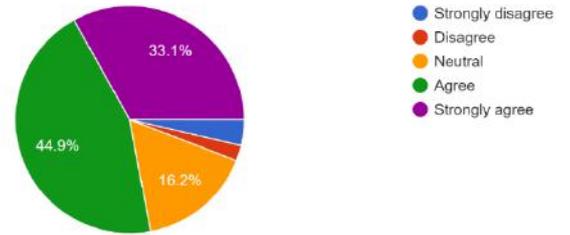
Then there were very few whose answers were from a whole different perspective of how women and men are different in nature, like their physiques, strengths, personalities, and so forth. This is not an entirely wrong point of view, but it is not that all people of the same gender and sex have the same behaviour according to which the roles and duties are assigned. In the majority of cases, society is responsible for moulding the personality of an individual, and it is their expectations of how a man and woman should be that are passed on to young boys and girls. Children observe such differences, try to incorporate them into their habits, and soon behave according to the likes and dislikes of the community. At some point, people will realise that this is not who they are and will work towards the change that we can now see happening around us.

Gender roles among heterosexual and homosexual couples



Research and theoretical studies have been conducted on this topic, and that will be helpful in understanding why there is more equality and balance in dividing work between homosexual couples than heterosexual couples. Whether it is gay couples or lesbian couples, they follow different strategies that ensure balanced housework distribution, which is very rarely seen in heterosexual couples. The studies took into consideration numerous cases, including those of childless heterosexual couples compared with those of homosexual couples with no children. Another set was a comparison between the siblings, which includes one sibling who is in a homosexual relationship and the other in a heterosexual relationship. In all these cases, equality in sharing household work was seen in same-sex marriages. When it comes to work, we know there is paid and unpaid work. Unpaid work mainly comprises household chores that are a must, and every individual must know how to manage such work, which is never taught anywhere. Sharing of these household chores is seen in lesbian and gay marriages, irrespective of each other’s income, education, and employment (Bauer, 2016). Different strategies are followed by couples in homosexual relationships. In lesbian relations, it is mostly found out that they believe in egalitarian methods, and the chores are either done together or on an alternate basis. Shechory & Ziv (2007) Among gay couples, there is a division of work, but it is mostly each individual sticking to the work that they are comfortable with and are experts in. (Bauer, 2016). The same results are visible in the survey analysis, where the majority of the people, 108 out of 136, strongly believe that there is an egalitarian system followed in homosexual marriages compared to heterosexual marriages when it comes to sharing work and chores.

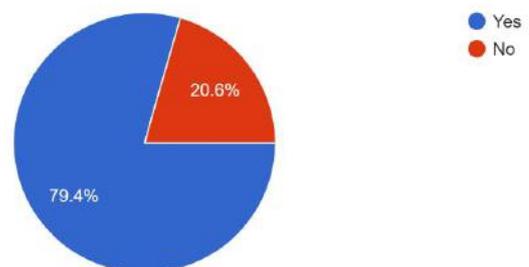
Society is responsible for instilling the concept of gender roles



A negligible number of people disagree with this statement. Gender is developed in response to various attributes of life and behaviour. These characteristics are not part of us when we are born, but at a later stage, we develop them. Based on these roles, both men and women are assigned roles by society. Society will start becoming an integral part of a person’s life from childhood. At a young age, society will comprise immediate family, educational institutions, and entertainment media, which will become a larger circle as we grow up. Society is also responsible for instilling gender stereotypes. Stereotypes influence an individual’s thoughts, and they tend to have a mostly negative effect on people. Few examples equate women with individuals who are sensitive and lack logical thinking. Men are associated with characters like leadership, rational thinking, independence, etc. These notions and assumptions have the ability to suppress the potential of an individual to escape from these stereotypes instead of living under constant pressure and expectations from society. (Mihalová et al., 2015)

It is crystal clear that as time passes, more people are getting a vivid image of how society has a role to play in instilling gender roles, and people are trying to realise and relearn the terms and characteristics.

Responsible for women

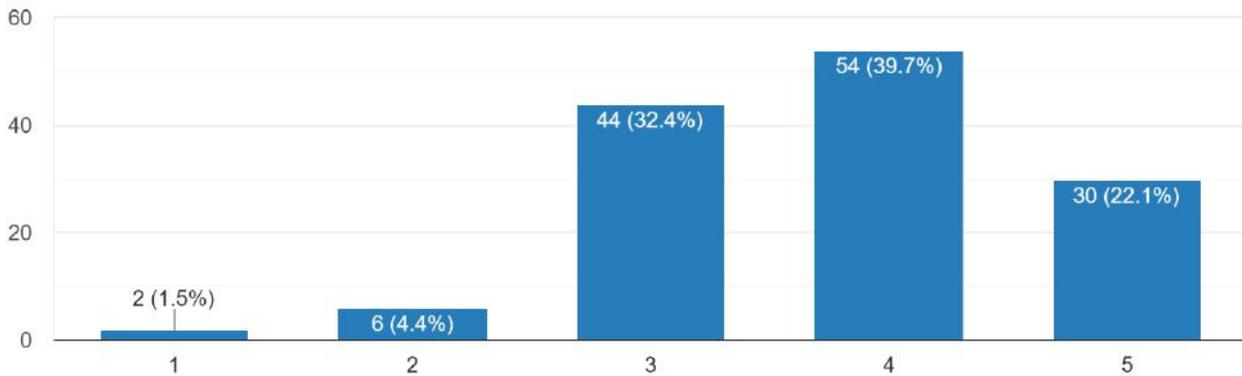


Gender bias is very common in the hiring sector. Various studies conducted using different sample sets led to the same conclusion: employers exhibit gender bias, either knowingly or unknowingly. (Gonzalez et al., 2019) If a man and a woman apply for the same job and both have similar achievements noted in their resumes, and if the company

offers the job to the man with no specific reason as to why the woman was rejected, then this is called gender bias. The conscious or unconscious tendency to select a man to carry out a task even though women are equally capable is termed "gender bias. This gender bias decreases as the qualifications of a woman increase, but it increases for a woman who is a mother. In most countries, employment is a gendered sector that views men as possessing greater commitment, leadership, and ambition to work and succeed. In addition to this, there are cultural norms that justify what

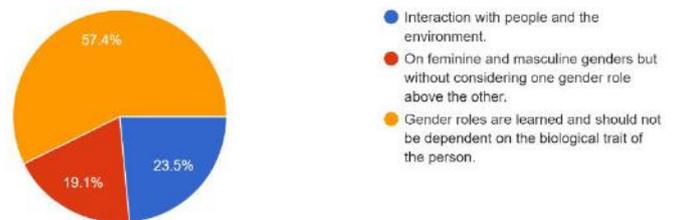
men and women are supposed to do and not do. All these beliefs and values tend to be in favour of men, and thus they get the jobs easily when compared to women. There is also stereotyping about not-working men and working women that presses them to live according to the ways of society. 79.4% have rightly said that gender roles have contributed to the inequality women face in the hiring sector.

Gender stereotypes overlap with gender roles



Attitude theory is a theory that defines a person's inclination to have a favourable or negative opinion of something. For ease of analysis, it is categorised into three classes: cognitive, affective, and behavioural. Cognitive refers to the assumptions the person has with respect to the labelled object; affective refers to the person's emotions associated with the object; and behavioural refers to how the person behaves towards the object. (Eagly & Mladinic, 2016) It is the cognitive class that helps us analyse stereotypes. Gender stereotypes refer to the assumptions made about the character and behaviour of a person that they are thought to possess. Stereotypes are a result of the gender roles that are present in society. 54 of the total 136 respondents gave a rating of 4 on a scale of 1–5 and think gender roles play a crucial role in the gender stereotypes that exist. There is a very thin line between gender roles and gender stereotypes that is blurred. Gender is not binary. It is not what a person is born into; rather, it is what the person identifies with. Most societies recognise only two genders: male and female, and the gender roles that exist are founded on these two genders. These are the roles that society considers acceptable for that particular gender. Gender stereotypes are when we generalise the roles played by a person according to their gender and simplify them to a great extent.

- On feminine and masculine genders but without considering one gender role above the other
- Gender roles are learned and should not be dependent on the biological trait of the person



57.4% of the respondents believe that gender roles are learned and should not be dependent on a person's biological trait. This clearly demonstrates that gender roles are perceived differently in today's society and that they do not need to be based on an individual's biological traits. Society will assign roles to the members of the society, but rather than based on gender, the roles should be acquired based on their interest in handling the position, skills, and compatibility.

Basis of gender role

- Interaction with people and the environment

Domestic work to women and not men

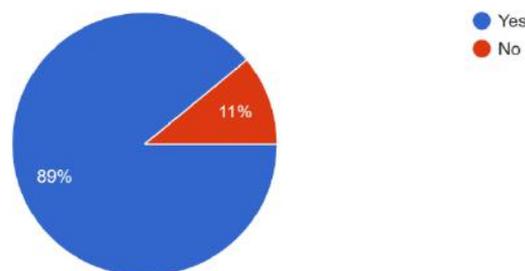


In this research question, we investigate why responders believe that domestic work is attributed to women more than men, even though it is a basic survival skill that everyone should have without any gender disparity. Based on the analysis, we could gather that almost half of them responded by saying the reason is that women are perceived as more nurturing than men.

Men are viewed as being more assertive, whereas women are seen as caring. This is also visible in the type of occupation that they choose. Men are more dominant in jobs that require physical power and assertiveness, whereas women are more dominant in sectors that require care and attention. A survey conducted shows at least a 50-minute difference in the time spent on household activities by men and women, with more time focused on food and drink preparation. Statistics, B. L. (2008) We can see a difference in the regions they spend their money on to help others. Men tend to spend more money on emergency rescues, and women donate money to NGOs and orphanages. These differences were related to the biological differences between men and women, and it was stated that the basic difference that men have more muscle power and the ability of women to reproduce are the reasons for their primary behaviours to be assertive and nurturing, respectively. The difference in the hormones secreted, testosterone and oxytocin, was also considered a factor in the behavioural differences. As a result, gender differences are frequently viewed as firmly based in evolution and hard-wired in the brain, mirroring the distinct roles for men and women. But from the scientific insights, a different conclusion can be gathered. A single hormone is not responsible for a specific behaviour, and its secretion is based not only on gender but also on the situations a person faces. Both men and women can produce the same hormones, depending on the situation at hand. Similarly, many studies were conducted on the brain to see if there were any differences in brain tissue, but the results did not show any reliable differences. Studies on cognitive abilities between men and women also showed more similarities than differences. From this, we can infer that the behavioural gender differences that exist in our society are not based on the biological difference between the genders; instead, it is the societal roles that are assigned

to men and women that enlarge this difference. (Ellemers, 2018)

Differences between the past and current gender roles

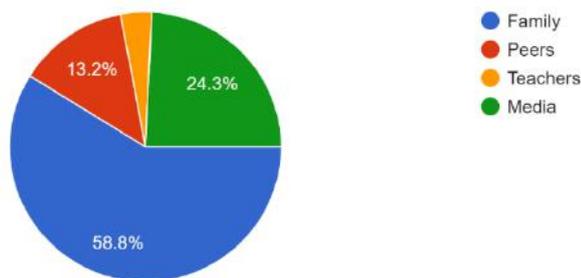


The majority of the respondents agree that there have been differences noted between past and current gender roles. There is definitely a change if you compare the past gender roles with the current gender roles. It might not be very evident when we take it as a whole, but if we consider each society or ethnic group, we can clearly see the difference that time and other changes in society have brought to gender roles. Earlier, only men were considered the breadwinners in a family, and women took care of the house. Even though this is still followed in various societies, we can see a significant difference. There are numerous families where both men and women share the financial and domestic responsibilities, and, in some parts, you can even see men taking care of the house while the woman earns. In terms of occupation, it is evident that women are also coming up in fields that were earlier termed masculine and male-dominated. This clearly depicts the change. But if one has to be precise, then the change should be noted in different sectors separately. This will provide a more reliable analysis of whether there has been a significant change or not in gender roles in the past and present.

If yes, has it become better or worse?

The majority of the answers indicated that the situation was improving, and a few responses indicated that it was better only in certain parts of society and that the observed change was not sufficient. People have become increasingly aware of gender and gender-based roles. We still have a long way to go to restore gender equality between genders instead of treating one gender as superior to the other. In a male-dominated world, the rest of the genders are treated inferiorly and are not offered the same opportunities and rewards. Males are favoured and given incentives because of their gender without considering the more essential parts like talent, skill, or hard work. Misogynistic and patriarchal thoughts need to be suppressed, and a person should be recognised and appreciated for their work instead of the gender they identify with, which has nothing to do with the context.

Socialization of gender roles



From the survey, it was observed that 58.8% think family is what influences a person the most on gender roles. Family is the first agent of socialisation that an individual comes into contact with, and the child absorbs the activities that take place around him. The gender roles that the child is exposed to from the beginning shape his thoughts about them and impact his behaviour towards society. It is the roles that the child observes his parents taking up that give him an idea of how women and men are perceived in society and lead to assumptions about their roles based on their gender. The parents' view on gender roles is absorbed as such by the child, and though it could be changed at a later stage, most people tend to stick to the same views. The family's take on gender roles also impacts career choice, behaviour, and other activities that are associated with gender. (Gender-Role Socialisation in the Family: A Longitudinal Approach, 2000.) For example, if the family believes the male child is better at mathematics than the female child, then naturally more focus will be given to the male child when it comes to math subjects, and this will be reflected on their score. This difference was created as a result of gender differences and will continue to widen the gap between the two genders and their assumed roles in society.

V. CONCLUSION

The gender roles are an integral part of society, and with the fuel it obtains from patriarchy, gender polarisation, and stereotypes, they are getting more and more rigid, and the roles are being constrained very much by every individual (Miller, n.d.). From the current study, we can know how impactful and influential gender roles are on the various age groups among the members of society. It is evident that with time, gender roles and perceptions are evolving (Ann Oakley, *Father and Daughter: Patriarchy, Gender, and Social Science*, 2014). Gender norms have an impact on everyday life, even when competing with the effects of other societal positions. Occupational positions, in particular, may have expectations that are more or less

compatible with gender norms. To account for such situations, social position theory was extended (Eagly et al., 2020). The current study also shows that gender roles are very much ingrained among the people, and they are subconsciously carried forward and accepted as normal in the social structure. Families act as the primary source of carriers of gender role typification, passing it down to generations of social mobility. Gender norms have an impact on everyday life, even when they contend with the effects of other societal positions. Occupational positions have expectations that may be compatible with gender norms. Extending social position theory to account for such conditions (Eagly et al., 2020). The work exhibits that people are facing the implication and existence of gender roles in various aspects of life like family, the workplace, schools, public places, and their friend or peer circle. The perception that has been carried forward by the people as part of social evolution is one of the major causes of gender roles and gender stereotypes. Women are treated as the weaker gender by the majority of society, which causes them to be assigned mostly domestic, nurturing, caring, and emotional roles and to be perceived as devoting their time to family, homemaking, and motherly roles (Scott, 2006). Which causes polarisation of gender incline with work and role assigning, which automatically leads to patriarchy and the dominance of men in authority and governance of the socio-economic structure. Thus, the existence of gender roles in society is an evident phenomenon of gender in society.

VI. LIMITATION

The study has a limited sample due to the time constraint on the researcher's availability of resources. Hence, there is scope for a similar study to be done on a larger scale with a huge sample.

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Analysis of Moral Education Elements in Primary English Textbook: Taking the First Volume of Grade 6 of Xiangshao Version as an Example

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Abstract

The study takes the moral education elements in the first volume of the sixth-grade primary school English textbook of xiangshao version as the research object. By digging out the moral education elements of the textbook, analyzing the content categories and presentation forms of moral education elements, it is found that the content of the textbook is suitable and rich in moral education elements; the structure of the textbook is reasonable and the moral education elements present various forms; and that the texts of moral education elements are storytelling and easy for students to accept. However, there are still some problems, such as some elements of moral education need to be further improved, and some elements of moral education are unreasonable.

Keywords— *moral education elements, primary English, textbook content.*

I. INTRODUCTION

The moral education mentioned in this study refers to school moral education, according to Wang Daojun, Guo Wen'an (2009), school moral education, in general, refers to students' interaction with selected human culture, especially certain moral concepts, political awareness, worldly norms, and behavioural norms, under the guidance of teachers, based on learning activities, social practices, daily life, and interpersonal interactions, and through their own feelings, judgments, The education that generates moral qualities, outlook on life and social ideals through one's own feelings, judgements and experiences. At present, the author does not have access to a precise and unified explanation of the term "moral education elements". Referring to Deng Shao's (2018) explanation of the term "moral education factors": with reference to the moral education requirements in the relevant documents and policies, moral education factors can be understood as the moral education content aimed at cultivating students' basic moral behavioural norms, civic morality and political qualities, and a higher level of worldview and outlook on life. The interpretation of moral education is based on the nature of the humanistic curriculum in the English curriculum standard, that is, through studying English

textbooks, students can eventually broaden their horizons, cultivate their cross-cultural awareness, educate them in patriotism, enhance their creativity, and cultivate their good personal character and positive outlook on life and values. The moral education elements mentioned in this paper are based on this.

Regarding the research on the moral education aspect of primary school English teaching materials, the current state of research in China mainly focuses on the following four aspects:

In terms of the moral education value of primary school English teaching materials. Yuan Jing (2016) believes that the English subject has the necessity and superiority to carry out moral education. Moral education is one of the cornerstones and pillars of quality education, and carrying out moral education in the teaching of primary school English subject is a natural demand for the healthy growth of primary school students, and the national policy also puts forward that moral education throughout the teaching process of the subject is an important teaching task for primary school teachers. Secondly, the language characteristics of the English classroom determine that teaching has the natural advantage of moral education

penetration, and English teaching materials contain rich moral education content.

In terms of the moral education content of primary school English teaching materials. Feng Xiaoqing, Chen Bixin, and Lin Hong (2018) believe that textbook illustrations convey rich information and permeate the factors of ideology and culture, and are the easiest and most effective curriculum resources for teachers to develop moral education. In primary school English teaching, teachers need to continuously explore the moral education resources of textbook illustrations, organically infiltrate moral education, and strengthen the role of its socialist core values. Wang Haiyan (2012:149) believes that it should include civilised etiquette education, good living and learning habits and social virtues education.

On the current status of moral education in primary school English teaching materials. Deng Shao(2018) found that there are some problems in its setting, presentation and teaching, including paying too much attention to the moral education factors in the personal and interpersonal domains and neglecting those in the natural and social domains, failing to set up moral education factors in accordance with the moral thinking characteristics of students of different school years and their real lives, the lack of awareness of their own moral education in the teaching and learning, the limit of the moral education penetration, the difficulty in grasping, the irrationality of some explicit moral education factors, the difficulty in exploring hidden moral education factors, the limitations of the school environment and the single way of implementing moral education. Teachers face the problems of insufficient awareness of moral education in teaching infiltration, difficulty in grasping the limit of moral education infiltration, irrationality of some explicit moral education factors, difficulty in digging out the hidden moral education factors, the limitation of the school environment, and the problem of single way of implementing moral education.

In terms of moral education strategies in primary school English teaching materials. Huang Qifeng (2009) believes that students should be educated in moral education in a subtle way, focusing on the teacher's example and other strategies. Chang Jianping (2007) thinks that teachers should be good at digging out the moral education knowledge in the teaching materials, cultivating students' civilised and upward trend, absorbing the essence of foreign cultures, infiltrating the moral education, and promoting the development of English subject education.

At present, there are fewer foreign studies on moral education in primary English teaching materials, which the author believes is mainly due to the different curricula and

national conditions in different countries. From the current literature, most of the foreign research focuses on moral education, multiple intelligences theory, hidden curriculum and the use of modern information technology to carry out moral education, while the research on moral education in primary English teaching materials is relatively rare.

The main purpose of this study is to enrich the research on analysing the moral education elements of primary school English teaching materials and to provide some suggestions and ideas for primary school English teachers to educate students on ideology and morality in the teaching process. This study mainly focuses on analysing the Xiangshao edition of the textbook, which is widely used in primary schools in Hunan province, China and there is less relevant content of the Xiangshao edition that can be accessed at present, so there is more room for research. By exploring and analysing the moral education elements in primary English teaching materials, students are guided to understand the political, economic and cultural differences between countries and nations, which is conducive to guiding students to gradually establish a scientific outlook on life and the world, and to cultivate good moral qualities, so as to achieve the purpose of improving the overall quality of all students.

II. ANALYSIS OF MORAL EDUCATION ELEMENTS IN THE PRIMARY ENGLISH TEXTBOOK

The author firstly studied the textbook of Primary English Xiangshao Edition Grade 6, which has 12 units, each of which is divided into six parts: A. Let's Listen and Say, B. Let's Learn, C. Let's Practise, D. Let's Read, E. Let's Write, and F. Let's Have Fun. Let's Read, E. Let's Write, F. Let's Have Fun, and every three units will be interspersed with Let's Know More, which introduces Chinese and Western technology, culture, and traditions according to the content learnt in the first three units. Based on the content learnt in the first three units, they will introduce the science and technology, culture, traditions and customs of China and the West and make comparisons.

According to the six sections set in the Primary English Xiangshao Edition Grade 6 First Book, the author divides them according to the forms they are presented in the textbook. According to the forms presented in the textbook, I divide them into graphic stories, situational dialogues based on the text and pictures, A. Let's Listen and Say is generally a graphic story or a situational dialogue, based on the form of expression of the text, with the characters talking to each other, without narration, it is determined as a situational dialogue, and with strong storytelling and narration, it is determined as a graphic

story; B. Let's Learn is a moral education elements. 's Learn part of the moral education elements is less, only appeared once in Unit 8 We shouldn't waste water, the main content is the daily life of the prohibited signs appear in the picture with the English text, the author will be categorised as a picture of the signs; C. Let's Practise part does not appear in the moral education elements. Practise part has no moral education elements; D. Let's Read part is generally a graphic story or contextual dialogue, which is the same as A. Let's Listen and Say; E. Let's Write part has no moral education elements; F. Let's Have Fun mainly consists of songs and games, which are simply classified according to their main contents; Let's Know More consists of single pictures with simple introductory texts, with no storyline and no character dialogues, so the presentation form is determined to be a graphic presentation.

The content of Primary English Xiangshao Edition Grade 6 First Book is very rich in moral education, almost every unit has obvious moral education elements, only Unit 9 has no obvious moral education elements. Some units even have more than one moral elements, for example, Unit 2 Katie always get's up early, in which there are three moral elements: good living habits, civilized manners and protecting animals. Secondly, the moral education elements of the Primary English Xiangshao Edition Grade 6 First Book are diversified, involving all aspects of students' real life, including studying hard, living a healthy life, and being aware of safety, etc.; listing the characteristics of Chinese and Western cultures, such as the Mid-Autumn Festival, Christmas, Western traditions, Chinese and Western sightseeing spots, Chinese and Western theatre cultures, etc.; and embodying civic morality, which includes love for the motherland, friendship and mutual assistance, protecting the environment, helping It also reflects the moral quality of citizenship, including love for the motherland, love and mutual help, protecting the environment, helping others, etc. In addition, the moral education elements of Primary English Xiangshao Edition Grade 6 First Book is in line with the requirements of the curriculum standard and the national education policy.

III. ADVANTAGES AND LIMITATIONS IN THE PRIMARY ENGLISH TEXTBOOK

3.1 Advantages in the primary English textbook

The textbook sets up seven main characters, namely Anne, a foreign girl, Lingling, a Chinese girl, Tim, a foreign boy, Peter, a Chinese boy, Dongdong, Mingming, and Dino, a small dinosaur, and focuses on their daily lives and studies. The main characters from different countries bring

stories about their own culture and customs, which is conducive to cultivating students' international outlook and cross-cultural communication awareness. For example, Unit 4 The Mid-Autumn Festival is coming is based on the activities of Dongdong's family, a Chinese boy, on the day of the Mid-Autumn Festival as the moral education content, while Unit 12 It's Christmas again! The activities of Anne's family on the day of Christmas are used as the moral education content of Unit 12 It's Christmas again! The moral education content of the teaching materials is close to life, for example, in Unit 1 What did you do during the holidays, "The new school year begins after the summer holidays. The students are talking about their holidays." As a topic, the main characters discuss what they do during the summer holidays, and through the dialogue between the characters and the colourful pictures, they set up the moral education of arranging the study time reasonably during the holidays as well as the moral education of being civilized and courteous, so that the time in the book corresponds to the time in reality. In the 12 units of the book plus Let's know more, the moral education elements appears 25 times and is divided into 4 categories according to its content, personal domain, interpersonal domain, social domain and natural domain. Overall, the textbook is rich in moral education and its content is close to students' real life.

The textbook uses colourful pictures and full English text as the main carrier, and the 12 units are basically in line with the development of the real time line, Unit 1 What did you do during the holidays, Unit 4 The Mid-Autumn Festival is coming, Unit 12 It 's Christmas again! The time point of these three units basically coincides with the real time point, and the connection with the actual situation makes the effect of moral education penetration twice as effective as half the effort. In addition, in Unit 3 I like my computer, the main elements of moral education is the function of the computer and scientific and technological innovation, sixth-grade students have been more familiar with the use of computers, the editor added a timely content: "Don't play computer games too often. It's not good for your eyes." In the arrangement of the moral education elements, the textbook is in touch with the reality, considering comprehensively and dealing with details in a more appropriate way. According to the statistical analysis in the previous chapter, the author classified the moral education elements into six forms according to the form they are presented in the textbook, mainly based on the text and pictures, such as graphic stories, dialogues, picture signs, songs, games and graphic presentations, which can be seen that there are various forms of presentation.

3.2 Limitations in the primary English textbook

According to the statistical analysis, the moral education elements in the social domain of the first six grades of Primary English Xiangshao Edition appears nine times, accounting for 37.50% of the total number of times. While the nature domain appears 4 times, with a proportion of 16.00%, which is less than half of the moral education elements in the social domain. Deng Shao (2018) found a similar problem in the process of analysing and studying the textbooks of the Foreign Research Institute (FRI), and he believed that the selection of texts in the natural and social domains of the FRI textbooks was small and needed to be increased.

Compared with the Primary English Humanistic Version textbook, the Primary English Xiangshao Version textbook needs to be examined in terms of the setting of the main characters. The Hanyu Jiao edition has ten main characters, similar to the Xiang Shao edition, both Chinese and foreigners, both boys and girls, and the same set of small animal characters. The difference is that the Hanyu version also has a robot, Robin, and takes into account the differences in skin colour between the races in the setting of boys and girls. The Xiangshao version does not have any obvious differences in skin colour, while the Hanyu version has a black character, which makes the design of the main characters more comprehensive, and is more conducive to the penetration of cross-cultural awareness and the broadening of the students' international horizons.

IV. CONCLUSION

There are a lot of advantages in the moral education elements of the first grade 6 textbook of Primary English Xiangshao Edition, for example, the content of the textbook is appropriate and rich in moral education elements; the structure of the textbook is reasonable and the moral education elements are presented in various forms; the moral education elements of the textbook is storytelling and easy to accept, and so on. However, there are also some limitations, some of the moral education elements need to be perfected, and some of the moral education elements are not reasonable.

According to the statistical analysis, there are far more moral education elements in the social domain than in the natural domain in the first six grades of Primary English Xiangshao Edition. It is recommended to balance the proportion of the social and natural domains and increase the moral education content of the natural domain appropriately. Regarding the problem of the main character in the Primary English Xiangshao Edition, it is recommended to enrich the character characteristics of the textbook, and refer to the character settings of the

Humanistic Education Edition, so as to make the character images of the textbook more three-dimensional and fuller, and to make the textbook's moral education elements more comprehensive.

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A Study on Techno-Nationalism, an Emerging Trend in the 21st Century India

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Abstract

Techno-nationalism is a nationalistic and ideological movement that also serves to understand the social and cultural effects of technology on the citizens of a country. Techno-nationalism is a fusion of the two words "Technology and Nationalism," in which they are politically focused together on the advancement of the country in terms of technology and its related dynamics. Initially, it was started in Europe and North America, then later in the twentieth century, various nations begin to make use of Techno-nationalism, and China has mastered this concept for their advancement. anyway, the main objective of this paper is to examine and prove the roots and growth of the Techno-nationalist movement in the world as well as in India and China's hostility to the emergence of Techno-nationalism in India and in its citizens with the support of different eminent references. In this context, a survey also conducted to prove the emergence of the Techno-nationalism in India. Respondents are common Indian people who will fall within the categories of different sectors and analyzed this data through the references of many technological, cultural, scientific, social, historical theories respectively.

Keywords— Covid-19, Economy, Industries, Indians, Imports, Make in India, Media, Nationalism, Startups, Social, Technology, Trade, Trend, 4.0

I. INTRODUCTION

The combination of Techno-nationalism is different and unique in its way, which means It is a combination of two words nationalism plus technology which shows the autonomous and innovation of a nation's technology. The term "Techno-Nationalism" is one of the popular technological trends and well-played strategy by the western countries such as Britain, America, Germany, Canada, and Japan in the past, China later completely uses this technique. This theory has linked the two strengths

from history to contemporary times, like China utilizes this idea after the decline of west-led dominance after 1945, and secondly, there is a tough fight between western companies and Chinese rivals in the 21st century. In countries like India, Indonesia, and Saudi Arabia in the 21st century this techno trend is also evolving and still at the beginning stage. Therefore, the Techno-nationalism was born in the west and later used by China. Nevertheless, before exploring the scope of that subject it is also important to define Techno-nationalism, according

to Wikipedia the basic definition is "Techno-nationalism is a way of understanding how technology affects the society and culture of a nation" (Techno-nationalism,2007). One common example is the use of technology as a key subject in a nationalist project, intending to promote connectedness and a stronger national identity". This technological ideology's main aim is thus to make a nation self-sustainable in terms of technology and industrial results and to stamp that nation's impact on other countries for profit and then dominance.

The Techno-nationalism shall have classified into three waves for the detailed explanation of its benefits, Where, the first wave focuses on the rise of manufacturing, infrastructure and often pervades essential sociological and revolutionary issues such as national identity, patriotism, a democratic vision. Later, the second wave shifted from Europe and North America to Asia, this was adopted, in particular, by China to develop, evolve and achieve its future goals, in order to preserve its national identity on the world, where the second wave also adjusted like the first wave but just the location changed. The third wave however is distinct from the other two waves as economic globalization, driven by economic globalization of this 21st century and by various new technologies and innovations, means, it is expanded to various nations with different new features.

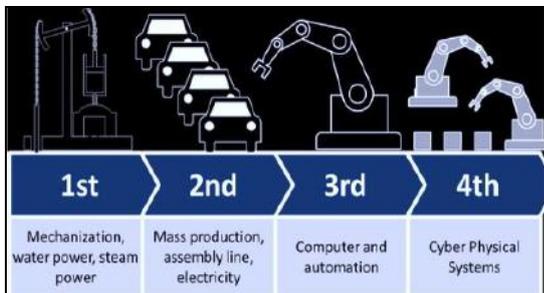


Fig.1: Waves of Industrial Revolution

Source: ILO

Robert A. Manning who is a Senior Fellow of Brent Scowcroft Center for Strategy and Security at Atlantic council describes "The world is on the threshold of an unprecedented, disruptive technological transformation. Dubbed the Fourth Industrial Revolution, the convergence and synergy of artificial intelligence and Big Data, robotics, biotech, 3D printing, advanced manufacturing, new materials, the Internet of Things, Nano-engineering, and Nano-manufacturing all merge the digital with the physical economy" (Manning,n.d.). And he also said, in the present scenario geographically small countries like South Korea, Israel, Sweden, and Singapore are contributing a large number of innovations to the

technology. Countries like Russia, India, and Vietnam have chosen to take the appropriate place in enforcing Techno-nationalism and are following China in this respect. And there is a difference between Techno-nationalism and Techno-globalism, where the Techno-nationalism deals with a particular country's development, but the "Techno-globalism holds that technology is turning the world into a 'global village'" (Edgerton,2007).

II. TECHNO-NATIONALISM IN EUROPE AND NORTH AMERICAN CONTINENTS

The origin of Techno-nationalism is started from Europe in the 18th century, especially the countries like Britain, Germany utilizes this trend more. This theory starts at the outset with the industrialization process, ways to create more factories to manufacture and export their goods worldwide, to mark other countries, it showed that these major European countries mixed nationalism with technology or industrialization to fuel their (Europe) economies positive, which is useful for their technological advancement later. In any case, the "Industrial Revolution" is also an important factor in the growth of Technological nationalism in Europe and later on in America. In the beginning of the 20th century, Germany crossed Britain and America began to compete strongly in the same way. And under modern conditions Britain along with America plays a vital role in the world's economic and scientific institutions.

North American Countries such as the United States and Canada in techno-nationalism are differentiated from the history of their country from Europe. Such two nations, at the beginning of their birth, are European colonies, mostly shaded by Britain, France, Spain. However, after independence, Also Americans and Canadians have begun the task of reducing their dependency on Europe and are only looking for their nations' sovereignty. Through this step the two countries initially seek to tie together their land scattered across the continent of North America and to bring them together successfully. After, the ethos of the creation and dissemination of technology nationalism in America and Canada inevitably helps create nationalism in its people. The strong dominance of America in various industries, such as oil, manufacturing, materials and finance as well as technology and science, can also be seen in the present 21st century. And there's also a significant portion of Canadian influence in the operation, banking, shipping, mining and other services.

III. TECHNO-NATIONALISM IN ASIA

Techno-nationalism was initially flagged in Europe and North America, but gradually turned into Asia in the 20th century. Especially in Asia, China is the first and the largest nation to make proper use of this theory or hypothesis for their nation's technical, industrial and innovation sectors related to supply chain operations. In this perspective, it is also important to discuss the origin and development of Techno-nationalism ideology and its practical appliances in Asia. In this concept, China is in the top ranking along with America and the Productive. China is well known for its "world manufacturing hub" which means that maximum global goods are manufactured in China, provided that China has flourished as an "exporting economy" where it enjoys a large capital surplus of exports and foreign currency reserves. And Beijing's "Made in China 2025" is a classic example of Techno-nationalistic execution, and it also encourages foreign direct investment, named after the laws and regulations, to put America aside (Capri, 2019). However, there are huge allegations on China's policies are unethical, unfair, and manipulative. To a maximum degree, China does not allow imports from other countries, but even dumping its exports to other countries, and China has also begun to prohibit foreign companies and goods from purchasing in their country, whereas Shazeda Ahmed and Steven weber (2014) depicts "The Chinese government now touts the Snowden leaks as proof that the United States is an untrustworthy "hegemon" in the technological sphere, an argument used to justify China's stringent new cybersecurity policies. In light of past attempts to slowly weed foreign technology out of Chinese markets, it is clear that economic concerns have outweighed security ones for many years" (Ahmed and Steven, 2014). That is why the US, under the Trump administration, launched a trade war in 2016 and reached it peaks in 2020 when relations between the two countries were severely damaged. According to Rajan (2018) this trade war between US and China is also termed as "Cold Technological War" (Rajan, 2018).

Japan is a prosperous and powerful nation and a leader of Techno-nationalism in Asia, at its height before the Second World War. But, after nuked by US the Japan's entire structure collapsed, but within a short time the country and its citizens started to rebuild their nation again with the power of nationalism, but without territorial imperialism. In this period, Japan rapidly increased the production of Engineering, Automobiles, Electronics and many products, successfully exported to the world (Low, 2003). Particularly, their trademark in automobile industry is remarkable, the famous Japanese auto brands are Toyota, Suzuki, Yamaha, Nissan,

Mitsubishi, Honda and more. Before the 1990s, Japan was at the top of the chart, but later, China overtaken Japan, economists are predicting that some US sanctions that are also the reason for Japan's decline in Asia's supremacy. And yet, some experts are going to call Japan as a "Sleeping Godzilla." Even now in the 21st century Japan is the strongest and largest investor in many countries, including in China.

South Korea, with a population of 50 million, producing a large content of techno materials, being developed by their native companies such as Samsung, Hyundai, Kia Motors, LG, where their products have the demand in the western nations and to various developing and developed nations in the rest of the world. However, these radical changes have taken place over the last three decades.

Despite facing economic sanctions, Iran has made significant progress in advancing its technological capabilities, evident in initiatives like the "Resistance Economy" that aim to enhance domestic production and reduce dependence on foreign technology. The nation's focus on information technology, biotechnology, and aerospace underscores its commitment to achieving self-sufficiency. The pursuit of nuclear technology, framed as a symbol of national pride and technological prowess, has, however, led to international tensions due to concerns about potential military applications.

Israel is in the Middle East Desert Area with many difficulties, but these complications make this country more resilient and competent to the world. Israel is accurate in the implementation of development plans and strategies. The beginning of Israel's Journey began with many clashes and wars with its neighbours, later followed by development, with more crucial situations making Israelis more patriotic and logical. Israel is one of the best examples for Techno-nationalistic countries along with America, China, Germany regardless of the geographical size of Israel, because Israel is also the birthplace for various new initiatives such as the programs like Tech-Incubators and also well known for the new theory Startup nationalism, that is why Israel is also called as The Startup Nation. Israelis are also owners and co-owners of a variety of capital money ventures, and it is also one of the best nations in the field of defence technology inventing and also arms suppliers to many major nations.

Vietnam is a Southeast Asian country with similar characteristics, such as cultural, political and administrative style with China. But, in broad terms, Vietnam differs from China. Where in the Industrialisation Vietnam follows Western style. But since the Fourth Industrial Revolution, the scenario of Vietnam has shifted and has influenced rapid industrial growth in different

sectors and has changed the entire structure of Vietnam's production (ILO,2018). Through this way, Vietnam is also beginning to imitate and succeed through China in the attraction of FDI, MOUs for multi-national organizations founded in Vietnam. Now, Vietnam, along with its counterparts like Singapore and Indonesia, is currently among ASEAN's strongest industrial developments.

Taiwan has long been recognized as a global technology hub, with Techno-nationalism deeply embedded in its economic development strategy. The government actively supports key industries such as semiconductor manufacturing, information technology, and electronics, positioning Taiwan as a vital player in the global supply chain. The success of Taiwan's technology sector is closely tied to its emphasis on education and research, with significant investments ensuring a skilled workforce capable of driving innovation. Collaboration among government agencies, academia, and the private sector is a fundamental aspect of Taiwan's techno nationalist approach.

IV. TECHNO-NATIONALISM IN INDIA: ROOTS AND DEVELOPMENT

While India is also part of Asia, India is different in various characteristics from other Asian counterparts. Simply, India is the second-largest population country and geographically the seventh largest nation and the world's largest democracy, it is also the home of many religions, heritages, ethnicities, cultures, traditions and many other features make this country unique. In India, however, numerous factors have ravaged patriotism and nationalism in different sectors of the nation in the handling of the Techno-nationalism from other nations. In any case, it is also important to clarify the origins and the history of technological nationalism in India before going into extensive study. This is significant in this context, as many social, political, cultural, technological and economic elements have influenced India's growth from the colonial era into the current scenario as well as into the country's Techno-nationalism. This involves the beginning of the industrialization of Indian people throughout the history and its transformation.

Initially, technology and nationalism are a different directive theory in the country as like in the western and America. Rohit Chopra(2008) says that "Even as the relationship between technology and nationalism has been marked by continuities and discontinuities over the time, it has endured as fundamentally constitutive of Indian Modernity" (Chopra, 2008,p.1). The significance of Technology and Nationalism in India has started from 18th century softly, due to the influence of western-based

education on philosophy, science and technologies, this new educational renaissance in India turned against Britain to gain the independence from them, where "This conception of scientificity was extricably woven into emergent narratives of anti-colonial nationalism" (Chopra,2008,p.2). Nonetheless, after independence in 1947 from Britain, India's first Prime Minister, Jawaharlal Nehru, applied in various sectors the same Western science paradigm as his vision of a global and multi-cultural India to the nation-building tasks with philosophes of socialism and secularism. In 1980s, "The language of Techno-nationalism drew a distinction between 'scientific bureaucracies in strategic defence-related sectors' in India" (Chakravartty,2004). This Nehruvian way of development was hoped that it would be successful but failed due to various factors, including corruption, incompetence and lower government efficiency.

Later in 1991, India under the leadership of Prime Minister P.V.Narasimha Rao, Finance Minister Dr. Manmohan Singh, opened the doors to globalization, economic reorganisation, this time the Indian Government adopted Neo-Liberalism as an official stand for the development of the nation, which was very much hailed by the world, particularly welcomed by America. After the arrival of the 21st century, India begins to move around the world in two parallel ways, one as India is a rising economic star, but suffering from various political instability and religious conflicts. And, in another way, India can stand as a hub of technology, industries with a prominent workforce and a skilled body. Miraculously, after the 2000s, Indians concentrated mostly on science and technology to adopt emerging changes in the world. In particular, following the West, and this method is a success. Even India's global diaspora is currently contributing its funds to infrastructure development and self-sustaining India, and recent surveys predict that even the diaspora is also anticipating India as a global technological, economic super-power in the coming years. At the beginning of the 21st century, the Information Technology Revolution was a gift to India as a result of liberalization, privatization and globalisation. However, in 2002, the religious conflicts in Gujarat defamed India from the factor of perspective of the West, which also delayed the development of the various service and labour sectors.

After a while, India recovered its reputation with various secular social policies and efforts, Greenspan observes that "Inside India, there is no doubt that the IT industry has created jobs, strengthened exports and made substantial contributions to economic growth" (Chopra,2008,p.9). And the people like Sachs, Varshney, and Bajpai opined that the "IT sector can create a good foreign exchange for the country" (Chopra,2008,p.9). This IT revolution has

also increased India's digital literacy, Internet access, and technology has made Indian people more liberalized. With the passage of decades, the Indians have embraced the Western form of oriental nationalism and now converted into technology-nationalism. Almost all of the factors in Indian minds, such as historical, social, cultural and economic, have increased the popularity of Techno-nationalism along with the emergence of Liberalization.

India has also faced unfair sanctions, intimidation, blockades and insults from the Western countries in its development on various fields such as technological, scientific, cultural, space and defence. India doesn't care, however, and because of its policies of security and non violence, this challenge makes India more immune to external and domestic causes, then other countries revoke and trusts India. Stroikos (2016) in his PhD thesis depicts, China and India as a postcolonial techno-nationalistic countries and he also mentions India and China as a rising space powers (Stroikos,2016).

According to the history, China has always been a catastrophe for India, which trying in many ways to downgrade India, particularly in the areas of goodwill and commerce later on to the economy. China is constantly dumping its goods after numerous free trade agreements between China and India, which can seriously harm the micro industries and micro-economies of India. As a result, many small factories are shut down and the medium-sized enterprises struggle due to the high import loads from China. Indirectly, China also seeks to dominate India's future, which means that Indian startups are either invested or bought by Chinese funding agencies. In another way, from the last two decades, Chinese companies are even taking bids of Indian infrastructure projects with low quoting costs, Where Indian contracting firms are financially vulnerable because of the reduced contracts.

Even in recent times, China frequently blocked Indian exports for various reasons, which is also affecting the Indian exports and import companies. As a whole, China has a surplus of a large part of India's bilateral trade with China, but unfortunately India is in the loss of trade with China due to high imports from China, this is a major disadvantage for India. Indian people don't care where the product produced, but until now they have been connected with quality and price, so China's trading advantage with India is mostly because of its low price and availability in the market. Therefore, it is time for India to revoke and amend trade regulations with China, as many world analysts and economists have said, Beijing would benefit more than Delhi from bilateral trade. Therefore, several strategists say that China intends to forcefully block India. The only reason is, according to the worldwide sources,

India is the only one that can compete and control the Chinese dominance at the maximum extent in Asia, China already knows it. Even geographically and population-wise India is also a largest country after China. That is why, China's hostility to dominate India with the help of the psychological warfare increased dramatically from 2010, especially on the borders.

With these continuing barriers from China, India also began to relocating all positive things to China, such as India's trade, foreign and administration policies, which are rapidly evolving in the last 10 years. At the other side, Indian people were also outraged at Chinese continuing aggression towards India. due to this, "Make in India" project initiated by Indian Prime Minister Narendra Modi in 2014. The main objective of this scheme is to make India as autonomous as possible, indirectly, to reduce Chinese imports. Because of the Covid-19, the year 2020 is noteworthy for each of the world, but for Indians, there are two reasons to remember year 2020 they are 1). Covid-19 pandemic 2). China's sudden attack in Ladakh killing twenty Indian soldiers. Particularly Chinese sudden aggression has sparked anti-China sentiments in India where people are beginning to demand a ban on Chinese goods and businesses. And so far, the "Ban Chinese Products" campaign has also become a phenomenon for Indians in different social media platforms, which are considered the revival of technological nationalism in India. So, because of the high demand from the people, the Indian government is banning 59 Chinese apps on the grounds of "Prejudicial to sovereignty and integrity of India, defence of India, the state and public order" (Kapur,2020).

In addition, 47 cloned Chinese applications were also barred by the Indian Government at the end of July-2020. The Indian Army bans 89 applications, including Chinese and US-based apps such as Facebook, Instagram, Snapchat, Truecaller, due to the security threats, and also orders staff to remove their existing accounts in the applications mentioned. And India also ordered its telecommunication companies, not to use the Chinese products for 5G upgrades, which indirectly hit backs Chinese tech giant Huawei, these activities are called India's Digital Strike against China, which could have the effect of a loss in China of several billion dollars. While these Indian anti-Chinese protests also ignite Techno-nationalism among Indian people, demanding to ban Chinese goods and even demanding a strict alternative to Chinese in all categories (Jing,2020). Tik Tok is the application belonging to Bytedance which has lost large profits from India during the Indian government's prohibition. Yet in recent days, Tik Tok has become a venue for anti-nationals, religious supremacists, terrorists,

women and animal abusers. A lot of citizens are being called for the government to ban this application from India, now the government has this chance. However, US Secretary of State Mike Pompeo has also lauded India's digital retaliation to Chinese devices. China's investment prior to this dispute has also been thwarted by India because it has shielded start-ups from investment traps. Regardless of the effect, however, the Indians have a strict willingness to avoid as many Chinese items as possible that have ignited techno-nationalism in Indians.

India also changes some trade resolutions in this anti-China sentiment which eventually benefits Indian companies. Due to the rise of Techno-nationalism, India ordered foreign companies to store the Indians' data in Indian servers, which is also called Digital-nationalism and Data localization. Because, in the 21st century the war fare will be allocated in the area of data and information technology, the ideology of Techno-nationalism is also encouraging the data and technology policies of a particular country, Means that countries that have achieved as self-sustainability in major technical factors will hold data or information from other countries where China and the US are doing the same, the data from people of a specific country stored in foreign countries servers will be at risk at any time, as happens in the case of Indians these days. Even if a country has the most data or knowledge, it can easily become a super power, since information is the weapon of the 21st century (Bobb,2020). Anyhow, after these threats from China in all respects, along with India, countries like Britain, America, Canada, Australia, Japan are taking the same actions against China, with strict restrictions.

V. TECHNO-NATIONALISM, AN EMERGING TREND IN INDIA

As a rising nation, Techno-nationalism is a new battlefield for India, but not new for nations like America, Britain, Germany, Japan, and China. The demands from the Indian citizens have pushed India into this new war ground, where all weapons are information, technology, and software that can damage or improve the economy of a country on a wide scale. India has these weapons to be used by experts anyway.

In modern times, Indians become the touchy in the problems of nationalism and the army, Indians raised nationalistic slogans and starts to show their anti-china sentiments "In the wake of the Ladakh clashes and the death of Indians soldiers, television screens, and social media was full of images of Indians destroying and stamping on Chinese products including TV sets and mobiles phones" (Bobb,2020). Due to the demand from

the population, India began to limit the range of Chinese goods from any commercial perspective and even prohibited them like how China restricts foreign goods in the past. Side by side, India is also filtering Chinese investments and holds the Chinese companies bid for various infrastructural projects in India. The rise of the Techno-nationalism in the world is a major blowback to the Techno-globalism, especially to China's globalist interest.

In order to profit on this anti-China sentiment in India and around the world, Indian Prime Minister Narendra Modi was launched a scheme called '*Atmanirbhar Bharat*' or 'Self-Reliant India' to attract international companies to invest, develop their industries and businesses in India, and also to promote Indian companies and their goods, beginning with the manufacture of their Protective Equipment instead of importing it from China. "*Atmanirbhar Bharat*" also called a Re-packaged version of "Make in India", where this scheme also tagged the lines like "Vocal for Local". In this way, "*Atmanirbhar Bharat*" involves investing a huge amount into the nation's R&D department and various elements that develop Technology and Industries in India, which can indirectly corner China in the long run. At the other hand, activists like Sonam Wangchuk called on the Indian public to minimize the use of Chinese products on a voluntary basis and highlighted the "Software in a Week and Hardware in a Year" hashtag campaign in social media. It seems that the Indian government is gradually using people's anti-China sentiment to encourage self-sustainability which is another code name for Techno-nationalism. additionally, On 4 July 2020, the Indian Government also launched an App Development Competition under the *Atmanirbhar Bharat* Scheme to recognise the best Indian applications available under the E-learning, Office Productivity, Social Networking, Entertainment, Health & Wellness, Industry, including Agritech and Fintech, News and Games categories. Techno-nationalism is a trend emerging in India that is evident in Indian actions towards China. So, Indian authorities have a chance to utilize patriotism to enlighten the self-technological improvements to stand independent. If any country succeeded in utilizing the Techno-nationalism trend or ideology, that country can easily dominate the worldwide technologies and can control geopolitics. Anyway, the new startups in India should not be affected by "Galapagos Syndrom" which means, Therefore, Indian authorities have the opportunity to use nationalism to justify the technical developments themselves. When a country has succeeded in using the technological nationalism ideology, it can easily influence global technology and geopolitics.

India is one of the best countries to use the IT industry, but China is not that far away from India in this field. In this situation along with popular IT brands like Infosys, Wipro, TCS, Tech-Mahendra, there is a need to encourage the new startups in this field. In other sectors also Indian Government and Indian private corporations have a significant image, those companies are ONGC, Indian Oil, Reliance Group, HAL, TATA Motors, Hinduja Group, Mahindra & Mahindra, SBI respectively. especially the motor companies like Bajaj and TVS are slowly overtaking the numerous Chinese motor companies in the African countries in the sales and reliability of the brand. Even in this Corona pandemic time, Indian pharma companies like Serum Institute of India, Zydus Cadila, Bharat Biotech, Indian Immunological Limited are working efficiently and inventing the vaccine and medicines for the Covid-19 and other diseases. in order to achieve self-sustainability, India should promote start-ups and help the companies currently in service, which is how China is protecting their companies in the critical times. Therefore, the concept of techno-nationalism is trending in India with various names, but India has the opportunity of promoting and exporting its goods rather than relying on imports from a hostile country. Anyway, some critics are alleging that these anti-China measures did by the Indian government are just to satisfy and calm down the Hyper Indian nationalism against China, and soon it will revoke the sanctions on Chinese apps and firms. While India may have proper demographics, strong economic growth, sound governance policies and strong purchasing power parity, but, many investors still believe that some industrial policies, regulations and corruption, unfair delay in the processing, mediocre ground-level transport deter them from investing and developing their industries and firms in India.

VI. SIGNIFICANCE OF THE STUDY

This study is designed to explain knowledge and information concerning Techno-nationalism and its emergence from history to the prevailing trend scenario in India. And this study also focuses on the initiations of India into Techno-nationalism and the opinions of the people on this techno-social ideology. In this connection, this study would increase the public's understanding of Techno-nationalism, its roots and its growing effect on Indians and the government's efforts for self-sufficiency through references to people's responses. In addition, this study also contains theoretical explanations and analytical surveys, which focus mainly on the emergence of this techno nationalistic trend in India, due to the various questions related to Techno-nationalism, as well as different opinions on purchasing, production, economic,

social, technical, emotional factors and also on the initiation of India towards self-reliance, that counters China's impact indirectly.

VII. RESEARCH DESIGN

Qualitative methodology used for processing and analysing the information and responses obtained from participants. 116 people have been enrolled in this research to enter their responses, and these responses are chosen as samples for this research, and the responses will be the random in the numbers. Means, the sample count is based on the answers given by the respondent. The survey questionnaire forms are the google forms that have been distributed to participants with the help of various social platforms such as Whats App, Hike, Telegram, Facebook Messenger, and Gmail. The respondents are the public of India, who would be employees, students, workers, formers, business individuals of diverse sectors. Through this questionnaire, several questions were prescribed to know the details of the respondents and the points of view of the research objectives.

This research paper focuses on the following objectives:

- To investigate the different opinions, answers with the help of a survey on Techno-nationalism, which is an emerging trend in India.
- To prove the existence of techno-nationalistic emotions and other related thoughts in the minds of Indians and awareness on several ongoing issues in India.
- To define Techno-nationalism, its roots and development in accordance with the timeline, and to examine the trajectory of this ideology from Europe and North America to Asia and India with the help of various relevant theories, sources of specific experts in the world.
- Evaluating the events and significance of Techno-nationalism trend and efforts to secure the future for India and its people.

VIII. DATA COLLECTION PROCESS

Data collection is a method for collecting the required data and evaluating the answers collected or the knowledge according to the questionnaire. Upon obtaining the data, the researcher measures and analyses the results in all respects, such as reliability, accuracy of the results of the study. In this way, the researcher selected the common public citizens of India, workers, students, research scholars, businesspeople and the people of numerous individual sectors to be included in the survey questionnaire data collection process. The researcher has

given ten days of time to fill out the necessary the answers to the questions in the research questionnaire. The structure of the questionnaire was split into the different format of the questions such as Multiple Choice Questions, Fill in the blanks and Checkboxes respectively. The main purpose of this questionnaire is to gather precisely the opinions on Techno-nationalism and its associated elements in the concentration on India accurately. The age range of respondents is between 16-34 years.

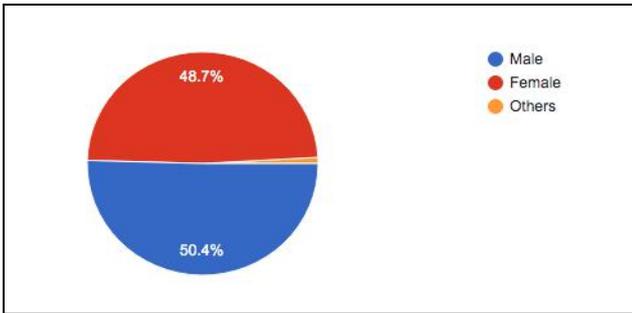


Fig.2: Gender

Chart 2 shows the gender ratio of the participants, regardless of their majors and their job roles. 113 people reported their gender, according to that 50.4% (57) of the sample was male, 48.7% (54) of the respondents were female and 1 person (0.9%) preferred 'others' respectively. Thus, according to the numbers and percentages of respondents, males are marginally higher than female respondents, and only one person has opted for 'others' in this study.

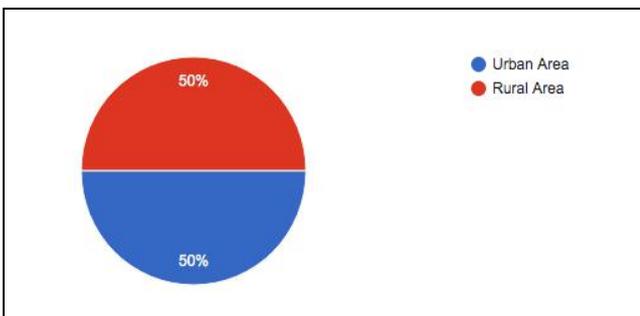


Fig. 3: Area

Chart 3 represents the percentage of participants in terms of their area of living either in urban or rural areas, 114 members have specified their areas, according to the chart, 57 (50 %) of respondents are urban and another 57 (50 %) of respondents indicate they belong to rural areas. Therefore, in terms of numbers and interests, the people who belong to the urban and rural areas are equally enrolled and participated from different parts of India.

IX. ANALYSIS AND INTERPRETATION

The development of this research questionnaire is in ascending order in terms of complexity (simple to complex order). In other words, at the beginning of the questionnaire, the questions focus on simple details of the participants, such as their names, age, gender, place of residence, whether their place belongs to the urban or rural areas. After that, the questionnaire focuses on the basic specifics of the core context, which collects the views, responses, and concerns of the respondents. After that only the questionnaire started to gather details, opinions on the key research topic called "Techno-nationalism, an emerging phenomenon in the 21st century in India" and its supportive elements.

It is also important to remember that 116 participants registered to participate in the survey, but the people replied according to their choices and known questions, so that according to the flow of respondents and their answers, the researcher compelled and regularized the data for the results and the conclusion of the analysis. The researcher focused on the numerous minor and key factors that eventually connect the lines to the idea of proving the presence and effect of the theory of Techno-nationalism in India. Even, some questions raised on the basis of China's trade and products, as well as on several of India's self-reliant projects, are useful for respondents to understand the main sense of this research.

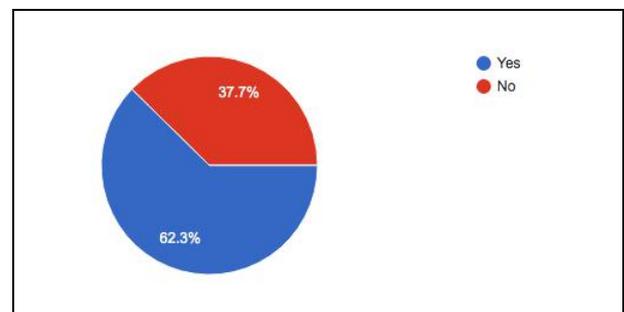


Fig. 4: People's Awareness on Techno-Nationalism

The above pie chart aims at people's perception of the term "Techno-Nationalism." So, in 114 respondents, 71 (62.3 %) said they were aware of this techno term, and 43 (37.7 %) said they had not heard of that term anywhere. However, in percentage terms, most people have an understanding and are conscious of Techno-nationalism.

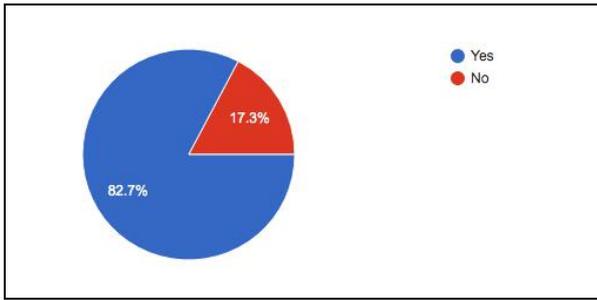


Fig. 5: IT Boom and Digital Revolutions Impact on Indians Thinking

Chart 5 is projecting that, of the 110 respondents, 91 (82.7%) said that the IT boom and digital revolution in various sectors affected and gradually changed Indian thought. But, remaining 19 (17.3%) opined that there is no significant impact of IT Boom and Digital revolution on Indians. The findings show that most members firmly believe that IT and digital revolutions have a positive effect on them (Indians).

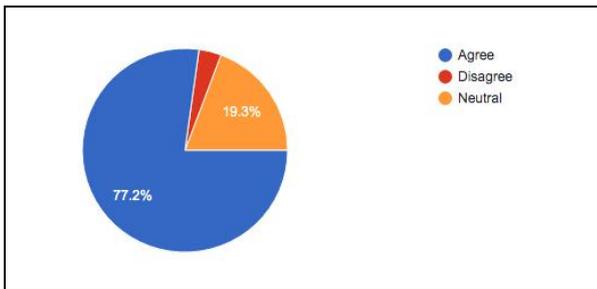


Fig. 6: People's Opinions on Indian Government's steps to Reduce Imports and Promoting Self Reliant Actions for Indian Products and Companies

Chart 6 is portraying that, among 114 respondents, 88 (77.2%) people are agreed on, Indian Governments will take proper measures and actions to reduce the dependency on imports and will promote Indian made products and companies and to establish industries in India. Furthermore, 4 (3.5%) respondents disagree, and 22 (19.3%) respondents take neutral stance in this context.

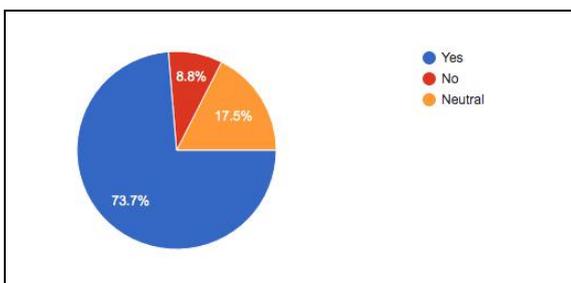


Fig. 7: Strong growth in support for campaigns against China and self-reliant movements in India

Chart 7 is conveying a chunk of information about on the question asked “do you support the Anti-China campaigns and self-reliant movements such as #BanChineseProducts, Swadeshi, Vocal for Local, trending in digital in digital platforms?”. In this regard, 114 respondents feed on their responses, of 114 responses, 84 (73.7%) supported the above movements, and 10 (8.8%) are not supported those anti-China and self-reliant movements, and at the last, 20 (17.5%) people chose to remain neutral. Most people therefore support self-confident Indian movements and have respectively embraced the anti-China stance.

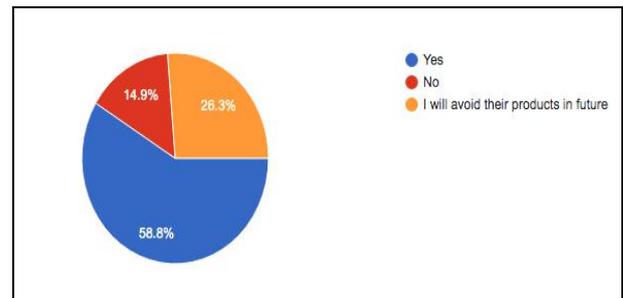


Fig. 8: Avoiding the Purchasing of Chinese Products

Chart 4 demonstrates the answers portion, where the researcher questions respondents that, practically, are they think they can avoid the purchasing of Chinese products. In relation to these 114 respondents, 67 (58.8 percent) said that they are sure that they will not purchase Chinese goods. 30 (26.3%) participants stated that they would not purchase Chinese products in future and the remaining 17 (14.9%) assumed that the purchasing of Chinese goods could not be prevented.

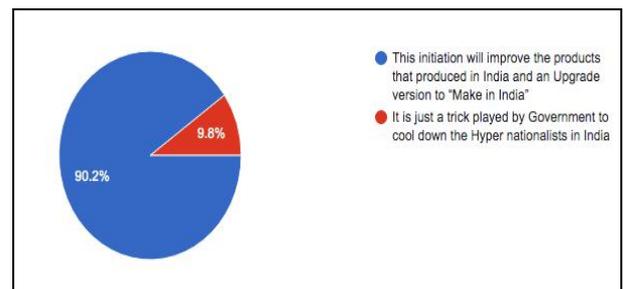


Fig. 9: Responses on Indian Government's Atmanirbhar Bharat (Self-Reliant India) Initiative

Chart 9 presents various opinions on the Indian Government's *Atmanirbhar Bharat* initiative, in this context, among 112 respondents 101 respondents (90.2%) said that this implementation would increase the output of products manufactured in India and therefore it is an upgrade to the 'Make in India' scheme. Remaining 11 (9.8%) respondents said it was just a trick played by the

government to calm down the hyper nationalists in India. However, this program is supported by most citizens.

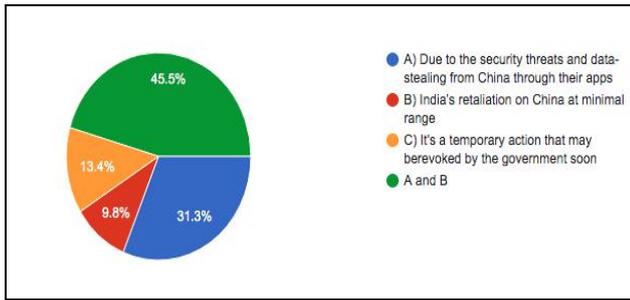


Fig. 10: India's Ban on Chinese Apps

Chart 10 displays the results of India's ban on Chinese devices, the researcher received random responses from the participants. Between 112 participants, 35 (31.1%) members claim that India has banned Chinese apps because of ongoing security threats and data theft from China through their applications, 11 (9.8%) say that it is India's minimum-range retaliation on China, 15 (13.4%) say that the ban on Chinese applications is just a temporary measure and will be revoked by the government. However, while the majority of respondents suggested the last option, which is related to the A&B option which means they agree with the first two options in this MCQ. Additionally, on the topic of finding alternatives to Chinese apps, among 111 respondents, the majority of respondents 55 (49.5 per cent) said that they found the right alternatives to the prohibited Chinese apps, 28 (25.2 per cent) found the apps which might replace the Chinese apps, and another 28 (25.2 per cent) said they did not find any alternatives to the Chinese apps.

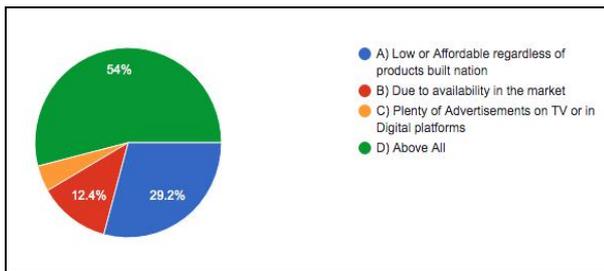


Fig. 11: Reasons behind the Purchasing the Chinese Products at a Larger Level

The above chart is illustrating the outcomes from the respondents about the question, Why Indians are purchasing the Chinese products in a larger level. In this manner, for 113 respondents, 33 (29.3%) respondents said they preferred the Chinese product due to the "Low or Affordable price regardless of products regardless of built nation". 14(12.4%) members opined that "due to availability in the market". 5(4.4%) members said that

"plenty of advertisements on TV in digital platforms" have influenced them to purchase Chinese products. But majority of the respondents 61(54%) opted "Above All" option, this includes three previous choices in the MCQ section.

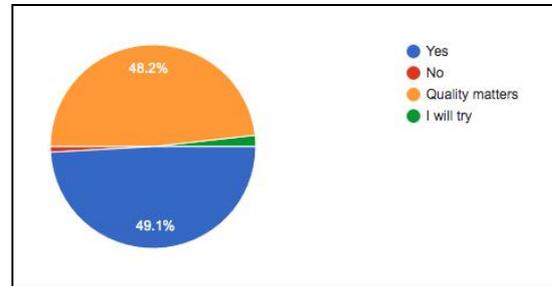


Fig. 12: Indian Made Products

Chart 12 reports the differences in the view of Indian respondents on Indian products and their cost affordability. Among 112 respondents, 55(49.1%) respondents are said they are ready to purchase Indian made products, even if they are a little bit costlier, secondly 54(48.2%) respondents say "Quality Matters" for them, which means, if the Indian products are with good quality, they will purchase it regardless of cost. 2(1.8%) members told they will try to purchase at least. And remaining one person (0.9%) says he/she don't have will to buy Indian products.

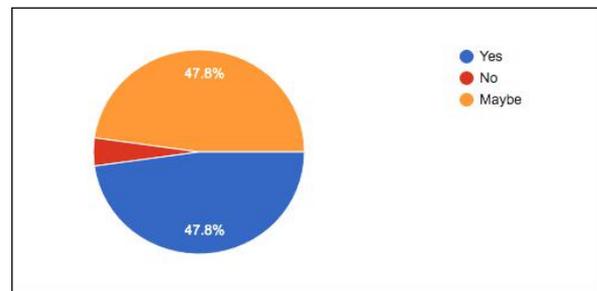


Fig. 13: China and Nationalism in India

The findings on the subject in Chart 13 shows that China would be the trigger for India's sudden rise of nationalism. Among 113 participants, 54 people (47.8%) strongly agreed with above statement, another 54 (47.8%) people are agreeing with these statements in mild manner. The remaining 5 (4.4%) respondents did not agree with these statements respectively.

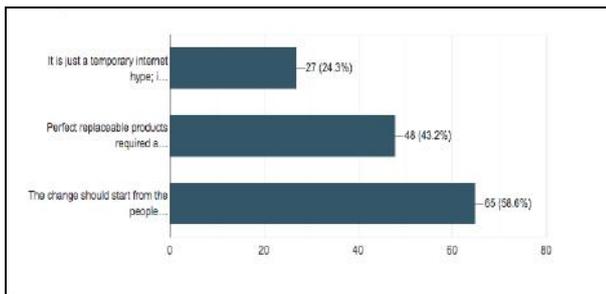


Fig. 14: Opinions on Social Activists are Calling for Chinese Brands to be Avoided

Chart 14 depicts divergent opinions of the Indians, where social activities are called upon to avoid Chinese products by voluntarily. For 111 respondents, majority of the respondents, 65(58.6) says that “The change should start from the people's choice, once the people stop to buy Chinese products automatically the replaceable (Indian) products will start to occupy the gap in market”. Next, 48 (43.2%) respondents said, “Perfect replaceable products required at first to avoid the Chinese products.” And remaining 27 respondents (24.3%) opined that “It is just a temporary internet hype; it may not work out in this globalized world” respectively.

X. CONCLUSION

Finally, the presence and growth of Techno-nationalism in India proved with the help of various theoretical, and analytical studies. And the researcher also detected various social, technical, economical, business, historical factors have influenced the flow of techno-nationalism in India side. The theoretical assumptions and the research survey results proves and predicts the different people's opinions, views, experiences on various purchasing, products and nationalistic concepts in parallel way, because Techno-nationalism is not only a single stand theory, but it is collection of various indirect factors. So, through this research, the researcher would like to convey that, most of the Indians are aware of the ideology of Techno-nationalism, and even they are highly patriotic towards their nation (India) which is reflected through the questions related to the questions related to the China respectively. in this manner, the researcher has been proved the presence of the Techno-nationalism, which is an emerging trend in the 21st century in India successfully.

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Maximizing Research Impact in Higher Education: An Approach to Identify Essential Stakeholders and Ensure Use-Inspired Outcomes

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Abstract

A growing consensus suggests that scientific research should be use-inspired, thereby addressing the contemporary needs of society. Various studies and perspectives from different disciplines and industries underscore stakeholder engagement as essential to facilitate that objective. A structured process is presented that includes defining goals, identifying key stakeholders, brainstorming, consulting experts, stakeholder mapping, engaging with stakeholders, and adjusting plans to reflect stakeholder feedback. Involving stakeholders early in an initiative facilitates numerous benefits, including improved decision-making, greater stakeholder buy-in, improved problem identification, tailored solutions, risk mitigation, transparency, credibility, faster implementation, and potential for innovative ideas. An example of a stakeholder identification process is provided to strengthen research proposal development. This article is for researchers, practitioners, or businesses seeking guidance to better integrate stakeholders in their work or organization. The article is also intended for professionals entering the workforce who wish to include stakeholders to ensure tangible outcomes. Effective stakeholder prioritization requires a balanced and adaptive strategy that considers environmental resource, economic, and societal factors, ensuring solutions meet critical concerns within each industry's unique ecosystem and human needs. This article provides a decision-making framework to enhance research credibility by identifying essential stakeholder perspectives, making research outcomes more effective and impactful.

Keywords— organizations, research, society, stakeholders, tangible outcomes, use-inspired design.

I. INTRODUCTION

Scientific inquiry and its impact on society have long been debated and studied. The traditional model of scientific research, which often prioritizes autonomy and esoteric exploration, has been challenged by a growing consensus that it must align with the needs of society and, thus, the aspirations of stakeholders [1-3]. In this discourse, various authors have weighed the importance of scientific autonomy against the need for tangible, problem-focused outcomes [4-7]. The objectives of this article are to a) briefly discuss the significance of including stakeholders in research initiatives (or other change initiatives) to ensure tangible results and b) present a method to identify key stakeholders strategically. Few sources provide an expediently navigable overview of why and how to

identify the right stakeholders for the right initiative at the right time. Hence, the impetus for the current article. The goal is not to review all possible literature or methods of identifying stakeholders but rather present an approach that will yield the desired results. This article also serves as a helpful in-road to further inquiry for practitioners to identify the right stakeholders to support various organizational initiatives.

One of the fundamental issues with scientific research outcomes is the periodic disconnect between scientific inquiry and tangible societal impact [8,9]. Many conventional research outcomes are lacking when it comes to capturing the needs of stakeholders and delivering tangible, problem-focused results [10]. Despite this observation, there is a relevant argument for preserving

scientific autonomy, advocating that it should be shielded from political and social influence to ensure the accurate dissemination of information [5]. Warner [7] highlighted the unpredictable nature of basic research and its potential for producing unanticipated future benefits. Fuqua and Walgren [6] added to this discourse, noting that breakthroughs in esoteric and fundamental research areas can often prove more effective in producing societal benefits than incremental progress in highly developed near-application technology. Indeed, the potential for scientific outcomes to be intangible at completion but tangible, perhaps years after completion, highlights the issue's complexity. Regardless, while basic research is undoubtedly essential for advancing knowledge, it should not preclude a concession towards practical solutions to pressing problems to remain cutting edge [11]. While there is merit in protecting scientific inquiry from undue influence, a growing body of evidence suggests that research outcomes must align with societal needs and priorities to remain fiscally, politically, and socially justifiable [4,8-10].

Stakeholder engagement can be an effective mechanism to bridge gaps between research and tangible outcomes. Sung and Kim [12] highlighted the positive influence of research methods integrating stakeholder participation and communication to achieve tangible results. Carrad, *et al.* [13] identified leadership, organizational culture, and government support as facilitators and potential barriers to tangible research success. Rieg, *et al.* [14] emphasized the importance of organizational change processes that include stakeholder input for achieving success, serving as a valuable impetus for future research and practice. The work of Rieg, Gatersleben and Christie [14] has been corroborated by multiple additional recent works advocating organizational change [15,16], use-inspired design [9], and tangible research outcomes [8]. All of which lean heavily on an imperative of stakeholder involvement, buy-in, and engagement in decision-making and progress. Use-inspired design is crucial in harnessing scientific knowledge, resulting in practical solutions that society wants and needs [17]. Use-inspired design, therefore, acts as a bridge, facilitating the translation of scientific knowledge into actionable solutions for industry, policymakers, and other stakeholders [18-20]. Indeed, research shows that scientists and managers who apply a use-inspired design approach more aptly promote sustainability and provide actionable solutions for society. Strasser [21] emphasized the need for research that directly informs actionable strategies for global challenges such as climate change, infectious diseases, and resource scarcity. The ongoing debate surrounding the purpose of scientific inquiry is long-standing and multifaceted. Regardless,

there is growing anxiety in the research landscape, particularly within academia, where the pursuit of esoteric topics that lack immediate applications can lead to a detachment from the practical needs of society [8,22-24]. This detachment may, consequently, contribute to decreasing public sentiment and approval of the academic enterprise [25,26], including reduced appreciation of the value of scientific inquiry and its potential contributions to addressing urgent societal needs [25-28]. Ultimately, there is little argument that while invaluable for advancing knowledge, traditional models of scientific inquiry must be more greatly complemented with practical, problem-focused outcomes.

Identifying critical (key) stakeholders for any initiative can be highly useful for several reasons. First, it facilitates the alignment of the goals and objectives of an initiative with the expectations and needs of those with a vested interest in its success [3,8]. Alignment of goals ensures that resources are allocated efficiently, making the best use of available assets. Second, stakeholder identification aids in risk mitigation by allowing a proactive approach to addressing potential challenges or objections raised during an initiative [29]. Moreover, stakeholders can offer valuable support, whether it is financial, political, or moral, thereby influencing the initiative's outcome. In addition, engaging them early in an initiative can transform stakeholders into advocates, thereby serving as a powerful force for promoting success [4]. Additionally, stakeholder engagement bolsters an initiative's credibility and legitimacy by demonstrating a commitment to considering the interests of those affected by the outcomes.

Stakeholders may sometimes encompass regulatory bodies or authorities whose requirements must be identified and adhered to. These requirements can sometimes hinder but may also protect project limitations. Ultimately, sustaining positive relationships with stakeholders is crucial for initiatives with long-term objectives to ensure ongoing support and partnership, guaranteeing the initiative's long-term success and impact [4,8,9,15,29]. Recognizing and engaging with stakeholders can significantly impact an initiative's success, credibility, and sustainability, ultimately positioning it for tangible, positive outcomes. However, finding the right stakeholders at the right time for the right initiative(s) can be challenging.

II. A GENERAL PROCESS TO IDENTIFY AND ENGAGE KEY STAKEHOLDERS

There are many ways to identify stakeholders. However, identifying the right key stakeholders to best support and advocate for a given initiative at the right time often benefits from a structured process that ensures engagement

with all relevant parties. Engaging with relevant stakeholders should be an inclusive and equitable process. This process should be similar to highly vetted strategies utilized in organizational change initiatives [15,30-32]. Thus, identifying stakeholders for a given initiative should start with clearly defining the initiative's goals and objectives (Figure 1). Clarifying goals and objectives will facilitate identifying primary stakeholders directly affected by or significantly interested in the initiative. These key stakeholders may include customers, employees, suppliers, investors, or local communities. Secondary stakeholders, who may not be as directly affected but still hold vested interests, such as government agencies, industry associations, or advocacy groups, may also become involved. To further expand the stakeholder list, brainstorming sessions could be facilitated, consultation with experts, review of pertinent documents, and conducting surveys and interviews to gain insights from the leadership team, subject matter experts, and key personnel.

Creating a stakeholder map or matrix may help project planners visually represent the relationships and assess each stakeholder's influence and impact. The mapping exercise is particularly impactful at the beginning of a project or organizational design process [33]. Stakeholder mapping can be used in various contexts, such as urban planning [34], holistic interventions [35], and higher education institutions [36]. Mapping can facilitate a better understanding of stakeholders' goals, interests, and influence, which can impact decision-making and project outcomes. Once identified, stakeholders should be engaged by program leadership, lines of communication must remain open, and input sought to address any stakeholder concerns and needs. As the initiative progresses, the stakeholder landscape should be surveyed regularly, engagement strategies should be adapted as needed, and feedback used to drive improvements. This process synthesizes and advances those identified by previous authors. For example, Bousquet, *et al.* [37] proposed an iterative and longitudinal approach to stakeholder analysis, considering the evolving nature of stakeholders over a project's lifetime. Sherman and Ford [38] discussed stakeholder engagement planning with integrated feedback and adaptation processes. Franklin [39] emphasized the importance of engaging stakeholders to understand their preferences and enhance value through interactions. Overall, previous authors highlight the significance of stakeholder identification, engagement, and feedback iteratively to achieve project goals and objectives. Previous authors further note that it is essential to maintain detailed records of stakeholder engagement efforts and be prepared to manage conflicts between

different stakeholder groups. Ultimately, this structured, iterative, and adaptive process guarantees that an initiative will remain closely aligned with the needs and expectations of stakeholders with interests in success (Figure 1).

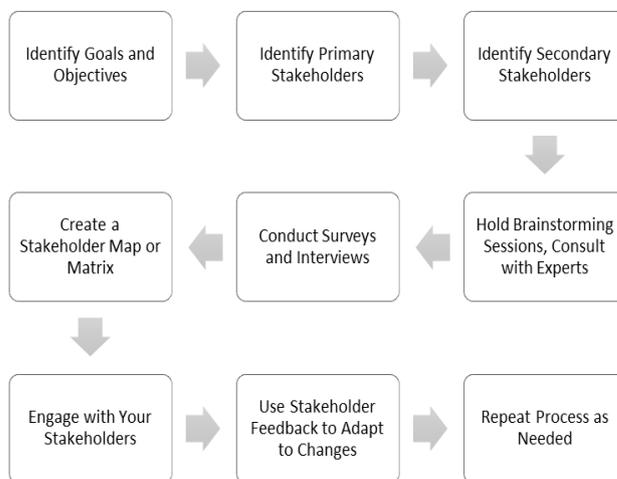


Fig.1. A structured process to identify and engage stakeholders.

III. IDENTIFYING AND ENGAGING STAKEHOLDERS: AN EXAMPLE APPLICATION

Using the process described above and shown in Figure 1, an example is provided in the following text to illustrate how a practitioner might use the method to identify and engage stakeholders for a specific initiative (Figure 2). It is worth noting that while a focused example is provided, the process described above could be applied to any initiative in which there is a desire for stakeholder engagement.

In the following scenario, a researcher wishes to use biochar to amend best management practices (BMP) to improve water quality. Biochar is a porous, carbon-rich material produced from organic matter, such as agricultural waste or wood, through pyrolysis. It improves water and soil quality and sequesters carbon, promoting enhanced crop growth and environmental sustainability [40-42]. The researcher wishes to engage stakeholders early in deciding what research needs to be carried out to ensure the biochar amendment's implementation results in outcomes that serve stakeholders' (tangible) needs [8,9,15]. In this case, the researcher wishes to strengthen the grant proposal by including stakeholder engagement and insights in a decision-making process to justify the proposal's purposefulness, thereby increasing the likelihood of funding approval. Identifying and engaging stakeholders with this goal in mind may be perceived as a critical step in writing a grant proposal for research funding to some funding agencies, as it demonstrates a

commitment to addressing real-world needs and ensuring the relevance and impactful outcomes of the work. For a case where a researcher may wish to use biochar to improve water quality, the following steps could be used to identify and engage stakeholders (Figure 2).

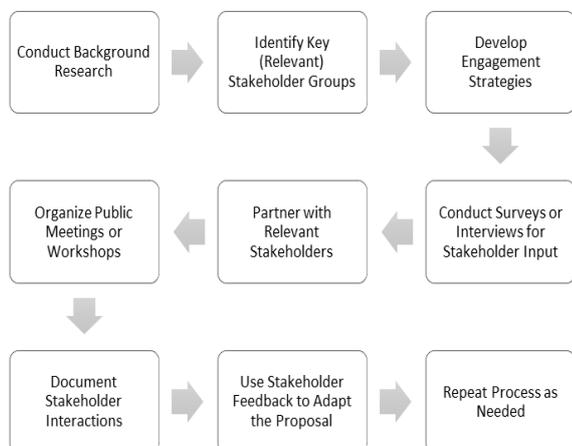


Fig.2. Example of a structured process to identify and engage stakeholders to develop a biochar-focused research proposal.

Early career readers or other interested parties may be interested in learning more about the nuances of grant writing. For example, Licklider and Network [43] offered strategies and tools for identifying potential sponsors, utilizing campus support, and preparing a targeted grant proposal. Dable-Tupas, *et al.* [44] emphasized the importance of introducing research grant proposal writing to students during their undergraduate training. Shuman [45] highlighted the need for formal grant proposal education and discussed the influence of discipline on the type of education received. Kivunja [46] provided a detailed structure for writing an effective research proposal for higher-degree research programs. There are, ultimately, many sources for grant writing. In most cases, authors emphasize the significance of a well-written and conceived grant proposal and the need for formal training and support in the development and submission process. Conducting comprehensive background research for a proposal is also a standard process element. It serves as a foundation for any research endeavor, ensuring the researcher is well-informed about the chosen area of study, its practical applications, and its potential impact on society. While this is a reasonable criterion and often an imperative for most grant proposal writing, this initial step can facilitate the identification of the diverse sectors and stakeholder groups that are either invested in or affected by the proposed endeavor (Figure 2).

Upon conducting background research, it is essential to identify and engage with key stakeholder groups. The key

stakeholder groups for the current scenario (biochar and water quality) may include government agencies, such as Federal agencies (e.g., the United States Department of Agriculture, Environmental Protection Agency, and others), state environmental agencies, and local water management authorities, who may be directly interested in improving water quality. Likewise, the agricultural community, including farmers, landowners, and agricultural associations, may play important roles as biochar may have applications within agricultural practices [47-49]. In addition, environmental organizations at local and national levels are often at the forefront of water quality initiatives and can offer invaluable insights. Academic partners may facilitate collaborations that enhance scientific rigor and the breadth of information gleaned from the project. Industry representatives involved in biochar production (e.g., the forest industry, biochar manufacturing organizations) and water treatment technologies may also form an integral part of this project's stakeholder landscape. Finally, the input and concerns of local communities, land, homeowners, and stakeholders navigating water quality issues may also be important to engage.

Engagement strategies should be formulated once the relevant stakeholder groups have been identified. Engagement strategies may include attending pertinent meetings, conferences, and workshops and initiating direct outreach through phone calls or email [50,51]. When engaging with stakeholders, it is essential to be well-prepared to articulate the project's objectives, potential benefits, and how their input is indispensable to its success. Stakeholder feedback is pivotal in shaping the research approach. Conducting surveys and interviews to gain insights into stakeholders' concerns, needs, and vision for how biochar can effectively ameliorate water quality may be helpful. These insights will inform the development of the research objectives. Seeking partnerships and collaboration opportunities with stakeholders and relevant organizations is another critical dimension of this example project. Collaboration can significantly enhance the credibility and practicality of the research and foster a sense of shared purpose among stakeholders [8,9,52]. To ensure transparency and inclusivity, public meetings and workshops may be valuable venues to discuss the proposed project with stakeholders, providing a platform to voice their opinions and concerns. This process can foster a sense of community, engagement, and investment in the research process [53].

IV. SUMMARY AND IMPLICATIONS

Involving stakeholders in the early stages of an initiative, such as a management practice, changes in organizational structure, or even a research proposal, can yield many positive outcomes. Early engagement of stakeholders facilitates better decision-making by ensuring that relevant parties' insights, concerns, and expertise are integrated into the decision-making process, resulting in more informed and balanced choices. Early engagement enhances stakeholder buy-in, fostering a sense of ownership and commitment to the initiative as stakeholders feel their influence is valued [8]. A sense of stakeholder value often leads to a deeper understanding of the challenges and issues associated with the initiative, thereby improving problem identification and early mitigation. Additionally, stakeholder input can lead to tailored solutions that align with specific needs and preferences, enhancing the relevance and effectiveness of an initiative [39,54]. Proactively addressing concerns at an early stage minimizes risks and prevents potential conflicts, which can save time and resources. Early involvement fosters transparency and credibility, demonstrating a commitment to a fair and open process. As a result, this approach can expedite decision-making, facilitate faster implementation, and contribute to long-term acceptance. Furthermore, an initiative can benefit from the fresh perspectives and innovative ideas that stakeholders can bring, potentially gaining a competitive edge [55-58]. Importantly, stakeholder engagement can lead to collaborative partnerships that enhance an initiative's success and develop the foundation for future collaborative progress.

It is essential to consider that in any industry, identifying and prioritizing stakeholders' concerns is a nuanced exercise, heavily reliant on a given issue's specific geographical, environmental, and social context. Taking the water industry as an example, in arid or drought-prone regions, such as the Western United States, the predominant stakeholder concern lies in the quantity of water available. In that region, water companies, agricultural businesses, and environmental groups focus on addressing water scarcity through initiatives like large-scale water storage, conservation projects, and efficient usage strategies. Conversely, in regions where water is abundant, such as much of the Appalachian region of the United States, stakeholders' primary focus shifts dramatically to the quality of water. In these areas, the abundance of water leads stakeholders like local governments, environmental agencies, and health organizations to prioritize issues of water purity, pollution control, and sustainable water quality management practices. This dichotomy underscores a broader principle in stakeholder management: the primary interests and

priorities are profoundly influenced by the availability and state of the critical resource in question. Where scarcity is the main challenge, availability, and conservation become the focus, while in situations of abundance, the quality and sustainable management of the resource take precedence. Thus, effective stakeholder prioritization for a water-related initiative requires a deep understanding of local environmental conditions, resource availability, economic imperatives, and the societal impact of these factors. It is a delicate balance that demands continuous adjustment and sensitivity to the changing dynamics of both the natural environment and human needs, ensuring that strategies and solutions are tailored to address the most pressing concerns of stakeholders in each unique context. Achieving a balanced approach requires constant adaptation to the unique dynamics between an industry's ecosystem and human needs. This strategy ensures solutions are tailored to address the most critical stakeholder concerns within each industry context.

V. CONCLUSIONS

The relationship between scientific inquiry and tangible societal impact is complex and evolving. While there is merit in protecting scientific inquiry from undue influence, evidence suggests that research outcomes should often align with societal needs. This approach is important because the detachment of basic or esoteric research from the practical needs of society can lead to a growing gap that diminishes the value of scientific inquiry to the public. A way to bridge that gap is to identify and engage with stakeholders. Identifying the right stakeholders for any initiative can be critically important. Engaging with stakeholders early in an initiative can transform them into advocates, enhancing the credibility and legitimacy of any initiative. Doing so also ensures that the initiative remains closely aligned with the needs and expectations of those with a stake in its success.

A structured process to identify and engage stakeholders that can serve as a practical guide is presented. It starts with clearly defining an initiative's goals and objectives and identifying primary and secondary stakeholders. Brainstorming, consultation, and analysis help expand the list, and a stakeholder map or matrix can aid in prioritizing objectives. Maintaining open communication, seeking input, and adapting engagement strategies are vital components of this iterative process. An example illustrates how this process can be applied to a specific initiative, emphasizing the importance of background research, stakeholder identification, engagement strategies, and documentation. Such an approach not only enhances a project's relevance but is a critical step towards ensuring

that research outcomes serve the needs of society, thereby fostering a more productive and meaningful connection between science and the world it seeks to improve.

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Unraveling the Enigmas: Deciphering the Causes of Discord in the Middle East: *A Review*

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Abstract

Turbulence and conflict are part of the Middle East's history. It's often impossible to say where the present rumbles came from—or why they won't go away. This is not a single area, but rather a magnificent mosaic that harbors an assortment of cultures, religious traditions, and customs. Here the history spans many thousand years, and so we are unable to describe it as a simple theme but rather as a complex pattern: People from different places with differing religious and cultural beliefs mean an eternal fight that can only exist under heaven. How can one come face to face with the Middle East? The hole that this region is spiraling down can make for a series. To cover the numerous aspects of the Middle East would require far more than several articles. Some key components of conflict in the area that we will look at here to try and make them clear. May carry in abundant hope, we can look at these factors and as they interact with each other both in terms of cause-effect relationships or symptom management for a set visit. At the least, may we keep a few honest records? Hopefully we can create still greater understanding and peace throughout this region.

Keywords— Middle East, Security, review, conflict resolution, identity, culture, religion

I. INTRODUCTION TO THE COMPLEXITY OF CONFLICTS IN THE MIDDLE EAST

The Middle East has always had a rich history of various ethnic groups, religious groups, civilizations, and within that all, there have been competitions for power, baked by rivalries and conflicts over ideals and identities. The region has historically been a crossroads where empires have fell over the centuries and been replaced by new ones [1].

In order to comprehend what some of the historical, political, religious and socio-economic factors are that have created the landscape we see in the Middle East, I will need to break it down for you. So I can show you that regional developments and global developments are closely connected. In addition, states' attempts to secure their national interests' requirements have created relationships between various dynamic interactions at various striking degrees of relations [2].

Political factors have been effective on the occurrence of the conflicts in the region. There are many nation states in the Middle East region and each of them has its own political system, leadership and foreign policy. Efforts to realize national interests, disputes over land and power struggles

create tensions and conflicts. In addition, the influence and interventions of foreign powers have complicated the relations between the governments in the region.

Religious differences have been another important source of the tension and conflict in the Middle East. This region is the birth place of the most major world religions such as Islam, Christianity and Judaism. Especially, in countries where religious population is diverse, religious differences, sectarianism and the competition for religious supremacy cause conflicts in the Middle East.

In the analysis of conflicts in the Middle East region, socio-economic factors cannot be ignored [5]. The region has deep-seated problems with significant wealth discrimination, poverty, unemployment and lack of economic opportunities. Societal challenges of this nature along with political corruption and the unfair distribution of resources give rise to mounting social unrest and dissatisfaction. They are major causes of conflict and political instability in the region. The Middle East is home to a complex network of historical, political, religious and socio-economic factors that create the conditions for conflict. This sea of grievances doesn't produce a cause of

conflict so much as it provides a vast set of elements to take into consideration. What follows is an examination of the primary factors behind conflict and instability in the Middle East. A more thorough understanding of these causes is crucial in the context of both the present adoption of and future attempts to craft politics and policies that seek to build lasting peace and stability in the region.

II. HISTORICAL BACKGROUND

The conflicts in the Middle East have their roots in the early 20th century. The present-day circumstances must be understood in terms of the broader historical background of the region. This history is the result of a confluence of factors, first and foremost among them the colonial impact on the region. In the 19th and 20th centuries, European powers imposed artificial borders and colonized many territories in the area, leaving deep-seated tensions and rivalries among the nations of the region [6].

Colonial governments' policies and their lasting effects on political–social structures have been an important factor when analyzing conflicts in the Middle East. Religious and sectarian conflicts have played a significant role in the occurrence of conflicts in the Middle East region [7]. The Middle East harbors many religious groups including: Sunni and Shia Muslims, Christians and others. Generally, political actors exploit these religious divisions. This type of exploitation is usually associated with a violent sectarian tension.

Another central issue that has been responsible for unstable security in the Middle East is the Israeli-Palestinian conflict. The state of Israel was established in 1948, as a result of which the Palestinians were displaced, leading to decades of competition and tension amongst the countries in the region [8]. This has made it the longest unresolved political and military conflict in the Middle East, with regional, as well as global justifications. Furthermore, competition over important resources—oil and water has also been a source of many struggles in the area. The Middle East holds a vast amount of oil, which has attracted major powers, and therefore created a difficult and uncomfortable geo-political rivalry. Access to freshwater resources, particularly in drier areas, has become an issue of tumbling and conflict between countries such as Iraq, Turkey, Syria, Iran and Afghanistan [9].

It is crucial that we look back at the historical background of Middle Eastern conflicts if we are to understand how complex these issues really are today. Taking into account the twin influences of colonialism and religion, the Israeli-Palestinian dispute and competition for energy, water resources, etc., the web of complex factors that cause

Middle Eastern conflicts is there to be seen and weighed in terms of potential solutions.

III. POLITICAL FACTORS CONTRIBUTING TO CONFLICT IN THE MIDDLE EAST

It is not possible to reflect on the persisting conflict and profound violence Middle Eastern countries have seen over the past decades without considering the political factors. Political factors are essential to understanding the deep-seated causes of the tense atmosphere seen in the Middle East, as a wide range of conflicts induce a web of different disputes based on socio-political, religious and sectarian differences. One of the most essential political factors is the existence of authoritarian regimes and a lack of democratic governance in an overwhelming majority of Middle East [11]

These regimes frequently suppress opposition and limit political freedoms, which leads to widespread dissatisfaction and discontent among the societies. The absence of a all-inclusive and comprehensive political system provides a ground for the spread of social unrest and extremist ideologies. Another ingredient is the interference of foreign powers in the political affairs of the region. The Middle East has long been the battleground for geopolitical competition in which major actors seek to maximize their power and influence in the region. This intervention has frequently fueled conflicts and escalated tensions by backing different factions, arming proxy groups, and pursuing strategic interests [12].

IV. RELIGIOUS AND SECTARIAN TENSIONS: A MAJOR SOURCE OF CONFLICT

The Middle East has been home to a plethora of faiths and religions for centuries. One of the factors responsible for the existence of significant religious tensions is the fact that Islam is composed of various sects, of which the Sunni and Shia sects are the most famous. These two branches have been at odds for centuries over a perceived purport that was given to them after the demise of the Prophet Muhammad [13]. The differences between the Shia and Sunni sects have led to violent, verbal, and political clashes in countries such as Iran, Syria, Iraq, and Bahrain, to name just a few. The competition for influence between the Sunni-majority Saudi Arabia and the Shia-majority Iran, in particular, has worsened sectarian differences and fomented regional conflict [14]. Further, religious minorities in the mid-East, specifically Christians, Yazidis, and Druzes, have been persecuted and discriminated against leading to further tensions and conflicts in the mid-East. Extremist groups emerging lead by ISIS have, for example, targeted these

religious communities leading to these groups becoming internally displaced, violence against them, and the destruction of their cultural sites [15].

Commonly at the intersection of the ethnic, nationalist and political ideologies mentioned above lies religion. In the MENA, religion further complicates the conflict landscape. Political leaders and groups draw on religious narratives to mobilize support, legitimize their actions and consolidate power. In doing so, they have created deep-seated divides and cycles of violence [16]. Addressing religious and sectarian tensions therefore requires an approach that fosters dialogue, tolerance and respect for religious diversity. Encouraging inclusive governance systems that protect the rights and freedoms of all religious groups is necessary to build trust and peaceful coexistence.

V. SOCIO-ECONOMIC FACTORS EXACERBATING CONFLICTS

In Middle East region, one of the reasons which cause to increase conflicts and instability is effective role of socio-economic factors. In order to find out the root causes of these conflicts, it is necessary to understand why these play a role. One of the important socio-economic factor is unequal distribution of wealth and resources [17]. Many countries in the Middle East have an abundance of energy resources and it is not surprising that access to them can lead to violent strife. Oil wealth can be incredibly concentrated in just a few hands, leaving vast sectors of a country to suffer through poverty. Economic instability also can lead to social unrest. High levels of unemployment and underemployment can also hurt economic — to say nothing of social — stability [18]. The region's population growth is driven by one of the highest youth population growth rates in Africa; unfortunately however, the labor market cannot digest the corresponding increase in the number of job seekers [14]. This state of affairs breeds disillusion, particularly among the young, who feel further marginalized by their exclusion from the benefits of economic development. The existence of corruption and poor governance further feeds socio-economic tensions, given that the misuse and/or squandering of public resources by the elite and civil servants for personal gain exacerbates social differences and generates deep-seated disbelief in the ability of government to rise above the private interests of the powerful [19]. This can provide a source of grievances and lead to the rise of radical ideologies as people turn to alternative solutions to their socio-economic problems. In some cases, sectarian differences and ethnic rivalries can intensify conflicts. In some instances, these differences are exploited by political

and religious leaders to hold onto power, further polarizing societies and increasing tensions [20].

Addressing these socio-economic factors will require a comprehensive approach. Governments in the region must strive to promote inclusive economic growth, investing in education and job creation that benefits young people in particular. As transparency is increased and corruption tackled, trust in institutions will be built and social cohesion will be encouraged. Interventions in which people of different religious and ethnic backgrounds are brought together to improve understanding and begin building shared identities will be particularly helpful. It is through recognizing and addressing these under-explored socio-economic factors that the Middle East can work to obtain the stability and prosperity that will prevent conflicts from starting in the first place, and from being so intractable when they do.

VI. GEOPOLITICAL INTERESTS AND POWER STRUGGLES IN THE REGION

Geopolitical ways and power struggles play an important role in increasing conflicts in the Middle East [20]. Restless is the region which has become the epicenter of geopolitical competition and strategic calculations of the regional and global powers [21]. One of the main reasons behind these conflicts is the struggle to have the control of key and valuable resources mainly oil and gas reserves. This idea becomes credible by the fact that the Middle East holds some of the big oil reserves of world. This makes the region an indispensable one for energy security and economic interests. It is therefore an environment that the big global powers have been drawn to, allying with local factions and sometimes fighting proxy wars to defend their respective spheres of interest [10] the historical legacy of colonialism and the subsequent redrawing of borders after World War I is also to blame; new states were artificially created in the Middle East. They were not nation-states in which common ethnic and religious concerns bind the citizenry. This inevitably led to deep resentments and violent conflict over identity issues — most notably as these have led to separatist movements and ethnic tensions in countries ranging from Iraq and Syria to Yemen [22]. The Middle East has also served as a venue for global power competition between the United States, the then-Soviet Union, and major players throughout the world [23]

In this respect, these powers also appear to support different nodes in the conflicts of the Middle East, as part of their strategy. They mostly do so indirectly, but on occasion directly, and they do so on the basis of “my enemy’s enemy is my friend” loyalty rather than any just cause. This has

further complicated the dynamics of conflicts, making them ever more protracted and difficult to resolve.

Without appreciating this much, it is almost impossible to understand what underlies Middle Eastern conflicts. Without this understanding, a more nuanced approach, which includes historical, economic and political factors, becomes extraordinarily difficult. Without it, it is almost impossible to see a way to sustainable peace and stability in the Middle East.

VII. IMPACT OF EXTERNAL INTERVENTIONS ON MIDDLE EAST CONFLICTS

The pursuit of its geopolitical interests is one of the primary reasons external powers have historically intervened in the region. To secure access to strategic resources, safeguard its interests, or amplify its influence over important allies, the United States, Russia, and European countries have regularly inserted themselves into Middle Eastern disputes. [24] These interventions have often failed, disrupted complex local dynamics and historical grievances, and in some cases exacerbated conflict [24]. A second factor is the ideological and religious motivations driving certain regional actors. The attractions of external powers to religious and sectarian differences within the region have seen these powers align themselves with one religious or ethnic group in support of their own strategic goals. Religious- and sectarian-based interference by external actors has deepened divisions and escalated conflict in the Middle East [25] Furthermore, the arms trade and military support from outside forces have fueled conflict in the region. The flow of arms and military aid — often to one side of a conflict — extends and intensifies fighting [26]. This not only increases the number of casualties, but also makes finding peaceful solutions more difficult.

The unintended consequences of external interventions in the Middle East are often brushed aside. These interventions are usually the result of geopolitical calculations that take little or no account of the complex realities on the ground. A failure to understand the region's drivers of conflict and give due regard to the nuances and intricacies of the local level has the potential to prolong inter and intra-state conflicts, exacerbate divisions and impede the prospects for much-needed peace and stability. Therefore, a more nuanced approach is needed. To that end, it requires the understanding of the region's stakeholders, the roots of its animosities and a genuine commitment to diplomacy over militarism.

Only through a comprehensive and inclusive approach can external interventions contribute to lasting peace and stability in the region.

VIII. THE ROLE OF IDENTITY AND NATIONALISM IN FUELING CONFLICTS

Identity and nationalism have played a significant role in perpetuating conflicts in the Middle East, where many ethnic, religious, and cultural groups with distinct identities and ideals based on which their respective political and social movements seek to promote self-determination, autonomy, or dominance, call home [27]. Indeed, a large number of conflicts in the Middle East can be traced back to the formation of nation-states following the end of colonial rule, a process through which borders that ignored existing complex tribal and ethnic differences were drawn, subsequently leading to disputes over territory as well as struggles for resources and power.

Religious identity also plays an important role in Middle Eastern conflicts. The region is the birthplace of some of the world's major religions, such as Islam, Christianity, and Judaism. Differences in religious beliefs and practices have contributed to sectarianism and resulted in inter-sect fights and inter-religious wars. Moreover, religious identity has been mobilized and manipulated by various actors for political purposes, further increasing social and political conflicts [28]. Narratives of the past also feed into the continuation of conflicts in the Middle East. Grievances inherited from past historical injustices, such as those emanating from colonial times or related to the nature of state territorial boundaries, fuel nationalist sentiments. Narratives are central in shaping how communities interpret their identity and their aspirations and the stories from the past contribute to a cycle of violence and retaliation [29].

Identities and nationalism have undeniable effects on generating conflicts in the Middle East. In trying to understand the root causes of these conflicts, we must strive to recognize and respect the different identities and ideals held by the people of the region. Promoting governance structures that are inclusive and just, which respect different identities and allow for dialogue, can attenuate the effects of identity-based conflicts and work to bring peace and stability to the region.

IX. CULTURAL DIFFERENCES AND MISUNDERSTANDINGS

Cultural differences and misunderstandings are among the key drivers for increased conflicts in the Middle East which consists of a wide range of cultures, languages, religions, and traditions every country has its unique history, customs, and social norms that potentially conflict with each other [30]. Lack of understanding and empathy among different groups is one of the critical challenges in dealing with these differences. Stereotypes and pre-conceived ideas can lead to misconceptions, mistrust or even animosity. [31]. Political and religious ideologies, historical grievances and

conflicting narratives also exacerbate these misunderstandings. Language barriers are also a major contributing factor. Misunderstandings or misinterpretations of words/phrases can easily stoke heightened tensions and divisions, and cultural nuances and non-verbal communication cues also may lead to unintentional offense or misunderstanding [31]. Engaging with such cultural differences and misunderstandings, and the difficult and often-painful work of intercultural dialogue, respect, understanding, and education it necessitates, is an urgent imperative in this light. By coming to know the great variety of cultures and traditions to be found in the Middle East, we can work towards bridging the gap and fostering peaceful coexistence. From there, the presumably infinite complexities of conflicts in the region may perhaps give rise to mutual understanding and — with great effort and a good deal of hope — sustainable peace.

X. PROSPECTS FOR RECONCILIATION AND PEACE-BUILDING EFFORTS IN THE MIDDLE EAST

Reconciliation and peace-building prospects in the Middle East have long been a topic of analysis and speculation. Over the years, the region has been the stage for various conflicts and tensions, rooted in its complex history. Yet, amid the seemingly insurmountable challenges, there have been occasional glimpses of hope, promising potential paths towards peace. One such factor that could shape reconciliation is a change in political dynamics. Regional leaders, as well as international players and stakeholders, must come to terms with the impracticality of further conflict and the mutual benefits of peaceful coexistence, which only dialogue, negotiation and compromise makes possible [32].

Involvement by grassroots movements and civil society organizations is another important factor. These non-state actors often support understanding, tolerance, and bridging between communities. In doing so, they can help construct trust, necessary for a foundation for sustainable peace [33]. Economic development and regional cooperation are other ingredients in the feature of reconciliation. By addressing socio-economic disparities, strengthening infrastructure, and boosting investment and trade, Middle Eastern nations can work towards shared prosperity and stability. [34]. To be more successful, regional initiatives such as the Gulf Cooperation Council (GCC) and the Arab League could serve as platforms for dialogue and cooperation. Mediation and international diplomacy also play a key role in order to facilitate peace building efforts, whereby for example, the involvement of neutral mediators – UN, regional organizations – could provide for a neutral atmosphere for

negotiations and assist in building trust between parties. [35].

While the path to reconciliation in the Middle East is undoubtedly challenging, it is crucial to remain optimistic and committed to finding peaceful solutions. By addressing the root causes of conflict, engaging in meaningful dialogue, and strengthening cooperation, there is a glimmer of hope that lasting peace can be achieved in the region.

XI. CONCLUSION

In conclusion, unearthing the root causes of Middle Eastern turmoil is essential for anyone brave enough to wade through entangled webs of perceptions and realities, history and political configurations, socio-economics, religion, and the cries of heroism and resistance. It is the only way to humanize the victims of this tortured land and to examine the powerful dilemmas that these men and women faced from all sides. Birthing the recognition required for dialogue, empathy, and ultimately, reconciliation is imperative, and we need this in our individual and collective psyches. As we perpetually strive and theorize, let us seek knowledge and mutual understanding. I embrace one such framework of which this essay has attempted to join.

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Teachers' Perception: Implementing Competency-Based Education for Grade Ten Students in East Berbice Corentyne, Guyana

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Abstract

This study delves into the burgeoning realm of Competency-based Education and Training (CBET), a pedagogical framework characterised by students' demonstration of mastery of specific topics. Focused on the educational landscape of Guyana, where CBET adoption is on the rise, the research investigates educators' perceptions of implementing CBET methodologies in classrooms. The study comprises 31 participants selected through purposive sampling, employing a convergent, interpretive approach within a quantitative, non-experimental design framework. Comprehensive literature reviews on CBET methodology, its historical evolution, a juxtaposition with traditional educational approaches, implementation strategies, and the inherent challenges are central to the investigation. Findings reveal a consensus among teachers, irrespective of status or gender, regarding the efficacy of CBET techniques in instructional practices. However, a generational divide emerges, with younger educators exhibiting greater receptivity towards transitioning to CBET methodologies, contrasting with their more seasoned counterparts' reluctance to embrace the requisite changes. In essence, this study illuminates the dynamic landscape of educational methodologies in Guyana, shedding light on the evolving role of CBET and the divergent perspectives shaping its integration within classroom settings.

Keywords— Competency-Based Education and Training, Perception, Teachers, Guyana, Students

I. INTRODUCTION

A system of instructional strategies and evaluation known as competency-based education emphasises students demonstrating their subject-matter mastery (Voorhees, 2001). This method strongly accentuates pushing students to demonstrate what they understand and utilise what they have learned in exams, which shows their in-depth comprehension of the subject. Using the Competency-based Education and Training (CBET) framework, institutions can distinguish between time in the seat and academic competence. The students worked ahead and proved knowledgeable without waiting for the other learners to master the subject matter if they were familiar with a subject through earlier study or experience. Said pupils can demonstrate their knowledge at the appropriate time.

The concept of CBET is both old and new, with many details already being worked out, notably in institutions of higher learning and professions. Competency-based educational programmes were first implemented in the USA in the late 1960s, beginning with teacher education (Salajan, 2023).

Council for Technical and Vocation Education and Training (CTVET) implemented Competency-Based Education throughout Guyana. The TVET Act of 2004 gives the Council the authority to serve Guyana in line with the Act's requirements, even if it is still in its initial stages of development (Frick, 2022).

By supplying the human capital required to meet the demands of Business and Industry and the country, education is expected to contribute to national development, according to the government. Thus,

Technical and Vocational Education and Training were restructured to directly contribute to a favourable return to economic stability and, eventually, a higher quality of life. TVET programmes strongly emphasise developing essential human resources and technology capabilities to meet current and future demands (Jules & Arnold, 2021).

In August 2022, the Ministry of Education Guyana announced that the Caribbean Vocational Qualification (CVQ) was offered in 34 secondary schools in addition to the eight schools currently offering the CVQ throughout Guyana. The Ministry of Education underlines that the 34 institutions were prepared to deliver regional occupational standards and integrated the CXC quality management requirements to training candidates for CVQ certification programmes through competency-based education (CBET) and training methodology (Salajan, 2023).

The Ministry of Education offered CVQ programmes in every secondary school in Guyana, allowing each child to graduate with a CXC and a CVQ certificate. This plan paved the way for teachers and classroom instructors to adopt Competency-based education and training methodology and, to some extent, abandon the methodology known and used by teachers to deliver content in the classroom. Given the unavailability of legally published data as it relates to the effectiveness of the problem, this research must be conducted at this time with the education sector of Guyana progressing in the direction of CBET.

The following questions guided the research:

1. What relationship exists between teachers' gender and their perceptions towards integrating the CBET methodology to teach Grade 10 students in East Berbice Corentyne - Guyana?
2. Is there a relationship between teachers' status and barriers to integrating the competency-based education methodology in East Berbice Corentyne – Guyana?

II. METHOD

The study will take an interpretive approach, putting it within the quantitative non-experimental design category. This design entails accumulating large quantities of information from a limited number of people and analysing the data statistically. In one specific approach, it will collect information about participants' thoughts and feelings. Large groups work on quantitative projects, focusing primarily on the number of concrete responses. Responders are asked identical questions, and data analysis is then done following their responses. The statistical method will be used to accept data in a

numerical format and examine it in a quantifiable manner. Closed-ended questions are typically preferred in quantitative research, and respondents usually cannot offer detailed, open-ended comments unless a predetermined list of possibilities is given.

This approach ensures that the quantitative research method is far more effective than it would be if open-ended questions of the qualitative type were used. The interpretive study was chosen because it is a study that addresses teachers' attitudes; therefore, it will address Teachers' Perception: Integrating Competency-Based Education and Training Methodology to Teach Grade Ten Students.

Participants

The participants were 31 teachers (16 males and 15 females) from secondary schools implementing the competency-based education and training (CBET) methodology in East Berbice Corentyne, Guyana. The population comprised persons aged 19 to 50 from various racial and social origins and those with different educational achievements and religious ties.

Data Collection

Data was collected using a Google Forms survey. Approval was sought from the Chief Education Officer of Guyana and the Regional Education Officer for Region 6 – Guyana before collecting data. After validation, a pilot test was done to determine the instruments' reliability by conducting a Cronbach alpha test using SPSS version 23 software. With a Cronbach alpha value of 0.82, the instrument was deemed reliable. As such, the Google Forms survey link was forwarded to the participants to complete and submit. The participants were requested to complete and return the survey within three days. An automated gentle reminder was sent if the participant did not complete the survey within the stipulated time.

III. PRESENTATION OF DATA

Table 1 presents insights from a descriptive statistics test involving 31 instructors, of which 15 are female, and 16 are male. Among them, 11 teachers perceive Competency-Based Education and Training (CBET or CEB) as significantly beneficial for enhancing learning. Interestingly, a higher agreement rate is observed among females compared to males. This observation suggests a potential gender disparity in how educators evaluate the effectiveness of CBET, with 11 females concurring compared to a lower number of 7 males.

The data also reveal variations in teachers' preferences regarding the CBET methodology. While responses vary, a trend emerges that more male educators

(15) support CBET than their female counterparts (9). This discrepancy hints at a divergence in acceptance of CBE between genders within the teaching profession.

Additionally, the table highlights teachers' perceptions regarding using CBET methodology to facilitate realistic learning experiences. The responses show a mix of opinions, with a slightly higher number of male respondents indicating agreement (15) than females (9).

Moreover, the table underscores teachers' views on the Ministry of Education's role in preparing them to implement CBET effectively. Notably, a significant

proportion of respondents, particularly males (14), express neutrality. This suggests a need to examine further the support and resources provided to educators in implementing CBE practices.

Overall, the findings emphasise the importance of considering gender dynamics in adopting and implementing educational methodologies such as CBET. They also point towards a potential need for targeted support and professional development initiatives to ensure equitable implementation and acceptance of innovative teaching approaches across all demographic groups within the teaching profession.

Table 1 - teachers' perception of using CBET Methodology

Descriptives Statistics				
	Response	N	Minimum	Maximum
CBET methodology greatly facilitates new ways to enhance learning	Agree	11	Female	Male
	Strongly Agree	20	Female	Male
	Total	31		
CBET methodology is a far more favoured method of teaching Grade 10 students.	Disagree	2	Male	Male
	Neutral	7	Female	Male
	Agree	15	Female	Male
	Strongly Agree	7	Female	Male
	Total	31		
Realistic learning goals are created using the CBE methodology.	Neutral	7	Female	Male
	Agree	15	Female	Male
	Strongly Agree	9	Female	Male
	Total	31		
The Ministry of Education has gone above and beyond to prepare teachers to use the CBET methodology.	Disagree	9	Female	Male
	Neutral	14	Female	Male
	Agree	5	Female	Female
	Strongly Agree	3	Female	Male
	Total	31		
CBET methodology is the most appropriate teaching methodology that can be used to teach students at the Grade 10 level.	Disagree	3	Male	Male
	Neutral	12	Female	Male
	Agree	13	Female	Male
	Strongly Agree	3	Female	Male
	Total	31		

Table 2 - Linear Regression- ANOVA test

Anova							
Model		Sum of Squares	df	Mean Square	R	F	Sig.
1	Regression	28.090	8	3.511	0.716 ^a	7.895	.023 ^b
	Residual	26.684	22	1.213			
	Total	54.774	30				
a. Dependent Variable: Status							
N 31 teachers 15 males 16 females, df 22							

The ANOVA test indicated a regression model with a p-value of 0.023b (compared to the significance level of 0.05), supporting the alternative hypothesis of a relationship between teachers' status and barriers to integrating competency-based education for grade 10 students in East Berbice Corentyne, Guyana. This relationship was further substantiated by the strong association ($R=0.716a$) observed between status and instructors' preferences, validated by the F-test result 7.90.

The research explored instructors' perspectives on implementing competency-based education in East Berbice Corentyne, Guyana. Competency-based education prioritises student mastery of specific skills over a fixed curriculum, necessitating teaching methods and curriculum design changes. The study sought to understand teachers' challenges in adopting this approach and their correlation with status.

Despite the sample size of 31 instructors, it sufficed for the study's objectives and audience. The regression analysis confirmed a significant correlation ($p=0.023$) between teachers' status and barriers to implementing competency-based education, indicating a likelihood of less than 0.05 for this relationship to occur by chance.

Accepting the alternative hypothesis underscores the influence of teachers' status on their ability to implement competency-based education. The linear regression model supported this, showing a strong relationship between status and instructors' preferences ($R=0.716$). These findings underscore the importance of considering teachers' preferences and status when designing competency-based education programs.

The study also underscores the need for professional development programs to address challenges in implementing competency-based education. Such programs should support teachers in adopting new teaching methods and curriculum development. Additionally, continuous review and assessment of competency-based education initiatives are crucial to

identifying emerging obstacles and evaluating the effectiveness of professional development efforts.

IV. DISCUSSION AND CONCLUSION

Competency-Based Education and Training (CBET) is an approach to learning that emphasises developing specific skills rather than just acquiring knowledge. In traditional schooling, success is often determined by a student's level of knowledge, whereas CBE focuses on applying that knowledge in real-world situations. Their study, *Competency-Based Education: Theory And Practice* by Açıkgöz and Babadoan (2021), highlights numerous factors that can affect success in CBET.

One of the key differences between traditional schooling and CBET is how success is measured (Evans, Landl & Thompson, 2020). In traditional schooling, students' performance is usually assessed based on their ability to memorise and regurgitate information (Evans, Landl & Thompson, 2020). In contrast, CBET focuses on applying knowledge and skills in real-world contexts. Students are evaluated based on their problem-solving ability, collaborative work, and ability to apply critical thinking skills to new situations. To be considered competent in CBET, students must demonstrate their ability to apply what they have learned in a particular situation (Olema et al., 2021). This is the very idea that the Council for Technical and Vocational Education and Training (CTVET) in Guyana seeks to achieve. According to the data generated from the study by Açıkgöz and Babadoan (2021), teachers who used the CBET methodology perceived it as the ideal approach to achieving educational goals. Teachers reported that students' performance at the Caribbean Secondary Examination Council (CSEC) improved significantly compared to students taught using the traditional method (Mohammed, 2021; Salajan, 2023).

One of the strengths of CBET is that it allows teaching and learning to focus beyond the simple

acquisition of knowledge, skills, and attitudes toward application, transfer, and impact assessment. According to Patrick (2021), when used effectively, CBET works as an advanced organiser that enables students to develop skills that can be applied in various real-world contexts. This can include skills such as problem-solving, critical thinking, and collaboration, which are essential for success in the modern workplace.

However, when implemented ineffectively, CBET can become little more than a bureaucratic checklist. This can restrict both students' and instructors' creativity and intellectual flexibility. To realise the full potential of CBET, teachers in Guyana are urged to change their practices from teacher-centric to learning-centric (Chappell, Gonczi, & Hager, 2020). This means placing a greater emphasis on enabling students to develop the skills they need to apply their knowledge in practical situations. One of the challenges of implementing CBET is that it requires a significant shift in how education is delivered. Teachers must move away from a content-focused approach to teaching and instead adopt a student-centred approach (Rogers, 2021). This means designing learning experiences tailored to each student's needs rather than delivering a one-size-fits-all curriculum.

Another challenge is ensuring students can access the resources and support needed to succeed in a competency-based learning environment (Rogers, 2021). This can include access to technology, mentors, and other resources to help students develop the skills they need to succeed. CBET offers a promising approach to education that focuses on developing specific skills rather than just acquiring knowledge. However, it requires a significant shift in how education is delivered and can present challenges for students and teachers. To realise the full potential of CBE, teachers in Guyana are urged to shift their practices from teacher-centric to learning-centric (Frick, 2022). This means designing learning experiences tailored to each student's needs and providing access to the resources and support they need to succeed.

Data gathered from this survey highlighted several indicators of how teachers perceived using the CBET methodology to deliver the curriculum to grade 10 students. The survey found that teachers aged 26-35 were more inclined to accept and use the methodology employed by CBET. The data further revealed that teachers who are Assistant Masters (AM) are also those who are welcoming to the idea of using CBET methodology in the classroom. This data dismisses the null hypothesis that There is no relationship between teachers' status and barriers to integrating the competency-based education methodology to teach grade 10 students in East Berbice Corentyne – Guyana.

It also highlights senior teachers who are long-standing educators and not readily open to using CBET methodology to teach grade 10 students. This is because senior teachers are less motivated to adopt the idea of students being responsible for learning at their own pace. Patrick (2021) asserts that teachers' beliefs are crucial to their educational practices and influence the change process. According to the theory of action, increasing people's motivation to act and alter their surroundings can help improve capacity (Evans, Landl & Thompson, 2020). This was noteworthy because it called for modifying conventional wisdom. The success of innovation required teachers to contribute, but their particular attention, support, and surroundings were routinely ignored (Fullan, 2006). Fullan argued that the theory of action argues that nothing will count until people acquire new capacities. Additionally, learning new abilities is a strategy to boost motivation. In this research, it is evident that teachers operating in seniority at the various schools across Region 6 required some form of motivation to be convinced that the methodology of CBET can adapt to their classrooms.

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CONFLICT OF INTEREST

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The Prominent Role of Hat Chap Cai Luong Arts in Tourist Attraction to Thoi Son Island, Tien Giang Province

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Abstract

The purpose of this article is to study and analyze the current development and utilization of cultural and artistic tourism products on Thoi Son Island, Tien Giang Province. The article focuses on evaluating the effectiveness of incorporating don ca tai tu music (a genre of chamber music in the traditional music of southern Vietnam) in serving tourism activities in recent times and identifying existing issues in the development process of these cultural and artistic tourism products. In addition to discussing the advantages and competitive capabilities of Thoi Son Island, the article also proposes suitable solutions for the development of cultural and artistic tourism products in the locality, particularly the application and promotion of the art of hat chap cai luong (one of the traditional theater opera plays in southern Vietnam) combined with storytelling for tourism purposes. The research methodology employed in the article combines both quantitative and qualitative approaches. The quantitative part of the research will concentrate on collecting data on tourist numbers, income from cultural and artistic tourism activities, and tourist satisfaction. The qualitative part will involve conducting interviews, surveys, and gathering opinions from experts and local residents to gain a better understanding of the issues related to cultural and artistic tourism products featuring cai luong singing on Thoi Son Island. The research findings indicate that incorporating the art of hat chap cai luong into tourism activities is effective. However, several issues have been identified that need to be addressed, such as diversifying cultural and artistic tourism products, protecting and promoting the local cultural values, and ensuring the ability to meet the future demand for cultural tourism products without causing harm.

Keywords— *Thoi Son Island, the arts of hat chap cai luong, serving tourism activities, new products, Tien Giang province, the traditional theater opera play in southern Vietnam, Authentic and Beautiful Cai Luong*

To rejuvenate the tourism destination of Thoi Son Island (Tien Giang province) and meet the demands of tourists, it is necessary to encourage the development a tourism product that is more attractive in terms of colors and content. With this in mind, the author boldly implements a project titled "**Exploiting the Cultural Value of Hat Chap Cai Luong in Tourism Activities in Con Thoi Son, Tien Giang Province**". This project is essential in aiming for a creative tourism experience, contributing to enhancing the appeal of the destination for tourists, and generating socio-economic development opportunities for the local area and the country. It ensures sustainable income for the local people as well as the preservation of cultural heritage.

The article utilizes a research methodology that combines

quantitative and qualitative approaches. The research results show that the proposed solutions for developing cultural tourism products incorporating the hat chap cai luong arts aim not only to contribute to the development of cultural tourism in the Southwest provinces in general and Tien Giang province in particular but also to ensure that they do not compromise the ability to meet the future demand for exploiting the unique cultural tourism products.

I. OVERVIEW OF THOI SON AND HAT CHAP CAI LUONG ARTS

1. Introduction to Thoi Son island and the current state of tourism development

1.1. Geographic location and attractive features of Thoi Son island

The data from the information page of the Department of Culture, Sports, and Tourism of Tien Giang Province shows that Thoi Son island “Cồn Thới Sơn”, also known as Thoi Son Island destination, is the largest island among the four islands on the Tien River, with a total area of about 1.200 hectares, with more than 6,000 residents, of which over 90% are engaged in agriculture. Thoi Son island is one of the most important and prominent tourist destinations in My Tho City.

My Tho City is located at the gateway to the Mekong Delta region, in Tien Giang Province. Situated in a prime location surrounded by rivers and fertile land with lush green gardens, My Tho has convenient transportation routes and is only about 73 km away from Ho Chi Minh City. In addition, My Tho preserves many historical and cultural relics, revolutionary sites, architectural arts, traditional crafts, and floating markets.

Since 1988, the local population has been enthusiastically engaged in tourism. With the beauty of the Mekong Delta, the lush green orchards laden with ripe fruits in every season, and the honest and open-minded nature of the local residents, Thoi Son Island has created its own unique attraction for many tourists. To further elaborate on the attractive factors for tourism in Thoi Son island, we can identify the following points:

Unique geographical location: Thoi Son island is situated in Tien Giang, in the Mekong Delta region of Vietnam, with a landscape of abundant rivers and fertile plains. This destination features green fields, fruit orchards, and an intricate network of canals and waterways.

Beautiful natural surroundings: Thoi Son island is surrounded by the Tien River and numerous small branches, creating a picturesque setting with lush greenery from orchards.

Folk culture: Visitors can explore the unique folk culture of Southern Vietnam and learn about the local people's way of life through experiential activities such as agricultural experiences, visiting fruit orchards and dining in gardens, participating in activities like fishing, riding three-leaf boats on canals, visiting bee farms, and enjoying traditional handmade cakes and candies at local workshops.

Hat Chap Cai Luong Arts: According to the document "Tuồng hát Cải lương: Exploration and Discussion, 10 Years of Essential Tuồng Titles (1922–1931)" by author Nguyen Phuc An, General Publishing House, Ho Chi Minh City, 2022, from pages 46–53, there is a concise and widely agreed upon definition: "*Hát chặp, meaning paired singing, is a form of the performance consisting of*

multiple consecutive songs accompanied by various movements. Embedded within is a short, meaningful, and content-rich storyline".

One of the prominent cultural attractions in Thoi Son island is the art of **Hat Chap Cai Luong Arts**. Cai Luong is a form of traditional Vietnamese opera that combines music, singing, and storytelling. The performances are characterized by the melodic arts between male and female singers, accompanied by traditional musical instruments. The **Hat Chap Cai Luong Arts** adds a unique flavor to the cultural experiences offered in Thoi Son island, captivating tourists with its melodious tunes and expressive storytelling.

Overall, **Hat Chap Cai Luong Arts** plays a prominent role in creating the appeal of tourism in Thoi Son island, Tien Giang Province. The combination of cultural heritage, natural beauty, and engaging experiences, including the captivating performances of **Hat Chap Cai Luong Arts**, attracts visitors and contributes to the development of tourism in the region.

1.2. The current situation the current state of integrating the value of musical performance into tourism on Thoi Son Island (Tien Giang Province)

As one of the cradles of various traditional art forms, when it comes to "hat boi" (a form of Vietnamese theatre as classical "Vietnamese opera" influenced by Chinese opera) in My Tho, many elderly people fondly remember the renowned artist Ba Kien in Ward 5, My Tho town, who played the role of **Guan Yu** (a Chinese military general serving under the warlord Liu Bei during the late Eastern Han dynasty of China), known as **Guan Yu in the southern region of Vietnam**, to distinguish him from **Guan Yu in Sai Gon** portrayed by artist Minh To (father of the famous artist Thanh Tong).

Not only being a well-known land of "hat boi" arts, My Tho is also one of the birthplaces of "don ca tai tu" music (*a genre of chamber music in the traditional music of southern Vietnam*), with a recorded history of the Nguyen Tong Trieu "don ca tai tu" band performing in France in 1906. This place is also home to the Thay Nam Tu cai luong theater, considered the first cai luong theater established by Mr. Chau Van Tu (the master of cai luong). He was also the person who invented the first phonograph in Vietnam, contributing to the promotion of "don ca tai tu" and cai luong arts in the early 20th century. Tien Giang is also the homeland of playwrights and revered cai luong artists such as Tran Huu Trang, Phung Ha, Bay Nam, Kim Cuong, and Professor Tran Van Khe.

When visiting My Tho, the most popular ecotourism attractions and experiences must include Thoi Son Island, with various enticing activities such as boat tours, rowing

boats, visiting traditional craft villages producing cakes, handicrafts, beekeeping farms, fruit tasting, and enjoying "don ca tai tu" performances.

My Tho-Tien Giang tourism can also be expanded to neighboring destinations such as Go Cong, Dong Hoa Hiep ancient village, Cai Be, Vinh Long, and Ben Tre, creating interesting multi-day tours.

With the aim of exploiting the tourism potential of Thoi Son Island, Tien Giang Province, and enhancing the attractiveness of this destination, the author conducted field surveys and research on the artistic resources of paired *hat chap cai luong arts* on Thoi Son Island. The project was carried out from September 12, 2016, to September 12, 2023 (5 years, excluding the years interrupted by the COVID-19 pandemic and excluding the time of post-pandemic recovery).

Through the survey and gathering opinions from experts, the author would like to quote a representative opinion from Mr. Nguyen Dong Hoa, Vice General Director of Saigontourist Group, whom the author had the opportunity to interview and film on September 12, 2023, as follows:

"Nowadays, Vietnam's tourism greatly needs new products, especially cultural tourism products, due to their uniqueness and distinctive features, while also being closely linked to the mission of preserving Vietnam's cultural heritage. Vietnam has many cultural heritages, both tangible and intangible, including "don ca tai tu" music and cai luong art, which were recognized by UNESCO as intangible cultural heritages representing humanity in 2013.

In the past, the exploitation of "don ca tai tu" music in the provinces of the Mekong Delta has been implemented, but recently, there have been many limitations. This product requires a language that is easier to understand in order to clarify its beauty and visually appeal to tourists, with concise content.

Cai luong is the spiritual child of the Southern region, derived from "don ca tai tu," but traditional cai luong plays are quite long. In order to introduce cai luong to tourists, innovation is needed—a revolution that changes the appearance of the attractive tourism product—and the new style of cai luong arts with the short time for performance as *hat chap cai luong arts* can play a role in that. The *hat chap cai luong* have a stage, costumes, dance movements, and captivating scripts that can be adapted into various languages."

Tien Giang province is known as one of the cradles of the don ca tai tu and cai luong arts, and it is also considered one of the birthplaces and development centers of the *hat chap cai luong* arts. However, in order to create a

distinctive tourism product centered around the *hat chap cai luong* arts, it is essential to analyze the feasibility of combining tourism with Thoi Son Island and the hap chap cai luong arts.

II. AN ASSESSMENT OF THE ROLE OF

1.2. Introduction to hat chap cai luong arts

1.2.1. Historical background

According to Mr. Huynh Khai, former Head of the Traditional Music Department at the Ho Chi Minh City Conservatory of Music, in an interview conducted on December 27, 2023, "The *hat chap cai luong arts* can be defined as a story written by an author to be performed by manifold individuals, each assuming a distinct role within the same framework or scene. To connect multiple pairs together, the playwright must study the forms of cai luong theater, also known as traditional theater, and use that knowledge to link the pairs and create multiple scenes, some of which can form an act division. In a cai luong play, there can be 2 or 3 different act divisions."

According to the documentation in the book "Nam Muoi Nam Me Hat Cai Luong" (*Fifty Years Passionate about Cai Luong Arts*) by researcher Vuong Hong Sen, the first cai luong play performed at the Western Theater (present-day City Theater) was "Gia Long Tau Quoc: Phap-Viet Nhat Gia" (*King Gia Long's Exile: France and Vietnam under the Same Roof*) on the evening of November 16, 1918, aiming to raise funds. Since cai luong theater rose to its golden age for over half a century, from the 1920s to the 1980s of the 20th century, it has faced new challenges due to the influx of films and various other entertainment art forms from abroad.

Alongside the existence of cai luong theater, which has experienced ups and downs, the *hat chap cai luong arts* has only survived through recorded audio tapes, featuring compositions lasting around 15-20 minutes by renowned composers such as Vien Chau (La Trau Xanh, Quan Am Thi Kinh, Duoi Coi Bo De, Trieu Tu Doat Au Chua, Nguyen Thai Hoc...), Loan Thao (Quan Gam Dau Lang, Luu Minh Chau...), Que Chi (Truong Chi-My Nuong, Trau Cau...).

Although the *hat chap cai luong arts* have a limited scope and are rarely performed on stage, they have contributed to the reputation of many famous artists such as Thanh Nga, Thanh Sang, Minh Phung, Le Thuy, My Chau, Minh Canh, Minh Vuong, Hung Cuong, Bach Tuyet, etc.

Today, the *hat chap cai luong arts* are only occasionally performed at cultural events in Tien Giang province. However, it has mostly given way to excerpts from cai luong plays, which are selected scenes from longer plays lasting 2-3 hours, serving the preferences of connoisseurs

or aiming to reminisce about the golden era of the province's cai luong theater art.

1.2.2. *Some characteristics of the hat chap cai luong arts*

Costumes: In *hat chap cai luong arts*, the costumes of the performers are traditionally designed in a traditional style, suitable for the characters and the content of the piece, but above all, they reflect the beauty and distinctive features of the Southern culture. Cai luong differs from hát bội (classical opera) in its realism and lack of exaggeration, so theater enthusiasts are often captivated by its authenticity and beauty. The meticulously detailed costumes, vibrant colors, and elegant styles depicting each character and work contribute to creating a unique aesthetic space that attracts the attention of the audience.

Costume designs in cai luong often have a clear objective to reflect the historical context, culture, and personalities of the characters in the performance. They play an important role in shaping the image and perception of the audience towards the characters, scenery, and situations of the cai luong piece. These costumes can include various types of clothing, such as trousers, áo dài (traditional Vietnamese dress), dresses, coats, hats, footwear, accessories, and jewelry. These costumes are often selected based on historical periods, locations, local customs, and the personalities of the characters, ranging from classical costumes to modern attire.

Stage props: The stage for *hat chap cai luong arts* is equipped with props that are appropriate for each scene in the performance. Props such as backdrops, altars, bridges, wells, or rivers are intricately designed and arranged neatly, skillfully creating a vivid and realistic space for the unfolding story.

The arrangement and use of stage props in *hat chap cai luong arts* not only demonstrate professionalism but also evoke the cultural values and traditions of the Southern region. The process of creating backdrops is usually divided into two stages: first, painting the backdrops, and then arranging the stage. If it's a room scene, there should be entrances and exits, openable and closed windows, beds, tables, and cabinets. If it's a mountain or forest scene, there should be trees and rocks. If it's a moonlit night, there should be sparkling moonlight in the sky, shimmering stars, and floating clouds.

Musical instruments: The cai luong orchestra usually consists of various types of musical instruments, including traditional and modern instruments, used to create music that accompanies the actors' performances on stage. The cai luong orchestra may include instruments such as đàn tranh (zither), đàn nguyệt (moon lute), đàn tứ (four-stringed lute), đàn bầu (monochord), đàn nhị (two-stringed

fiddle), guitar, drums, brass instruments, and other instruments. Each type of musical instrument has its own role and function in creating music that suits the emotions, situations, and content of the cai luong performance in general and *hat chap cai luong arts* in particular. The cai luong orchestra is carefully selected and organized by the director and music producer to achieve the best musical effect for the performance. Cai luong music is an important part of the art form, contributing to its uniqueness, attractiveness, and memorability.

Authentic materials: The materials used in *hat chap cai luong arts* include not only the core repertoire of don ca tai tu (a genre of traditional music) but also various songs and plays from different periods. Therefore, these materials are considered a handbook for the ensemble members to confidently apply and innovate, flexibly building a performance that becomes better over time.

In terms of spiritual aspects, the *hat chap cai luong arts* have the following prominent elements:

Emotions and Sentiments: The *hat chap cai luong arts* are not only the artistic performance but also the means of conveying the emotions and sentiments of the actors and characters in the story. The melodies, lyrics, and authentic performances in *hat chap cai luong arts* evoke a range of emotions, from joy, sadness, and pain to hope and love. This helps to express and affirm the spirit and cultural nature of the people in the Southern region of Vietnam.

Considered as an "art of emotions" by experts, cai luong scripts in general, and *hat chap cai luong arts* in particular, often contain touching stories and sometimes reflect social realities. Cai luong works are typically based on fundamental emotions such as tragedy, comedy, heroism, and romance.

Heroic and Tragic Elements: Heroic or tragic emotions often appear in cai luong plays with revolutionary themes, rooted in tradition, which have been present in ancient tuồng plays since 1921. Over time, cai luong works on revolutionary and resistance topics, featuring heroic and tragic elements, have been strongly developed.

Tragic Element: Tragic emotions in cai luong do not imply a lack of resolution. Humans overcome difficulties, transcend their destinies, and surpass the challenges of life to pursue happiness. The characters on the cai luong stage often possess strong personalities, ready to confront hardships to achieve happiness. Especially, cai luong works often have happy endings, aiming for goodness, beauty, and triumph over evil.

Humorous Element: To evoke tragic emotions in cai luong, authors often focus on acting, plot, music, and lyrics. On the other hand, humorous emotions are emphasized through the performances of actors,

particularly through their appearance, rather than through the inner thoughts of the characters. The comedic roles serve to diminish the tragic nature of scenes or alleviate the tension in dramatic actions. This aspect is worth exploring to make *hat chap cai luong arts* more entertaining and lively, allowing the audience to watch comfortably without excessive tension.

Romantic Element: The romantic element of cai luong art is expressed through the content of the works, which often have elements of dramatic literature. Cai luong dramatic literature reflects social realities from ancient times to the contemporary period, and of course, it cannot be without stories of family, love, and friendship, which are used as the main ingredients. Therefore, the romantic essence of cai luong is often manifested through the plots of the works.

1.2.3. Prominent Values of Hat chap cai luong Arts Value:

The hat chap cai luong arts often portray stories about life, characters, and human values. By depicting everyday situations and challenges in life, *hat chap cai luong arts* encourage empathy, sympathy, and awareness of human values. This creates a spiritual connection between the actors and the audience and fosters solidarity within the community.

Community Cohesion Value:

Hat chap cai luong arts holds a value of community cohesion. It is not just a form of performing art for individuals or groups of artists but also an activity in which the whole community can participate and engage. Organizing performances, classes, and community involvement in the preservation and development of *hat chap cai luong arts* not only creates bonds among community members but also establishes a cultural and traditional platform for the community to collectively experience and express their cultural identity. The content of *hat chap cai luong arts* is derived from materials in life, history, and culture, making it a connecting element for tourism and destinations.

Historical and Traditional Value:

The hat chap cai luong arts carry historical and traditional significance. It has existed and evolved over centuries, becoming an integral part of Vietnamese traditional culture. *hat chap cai luong arts* is not only an artistic performance but also a means of transmitting and preserving the stories, traditions, and history of the Vietnamese people. Through cai luong plays, one can gain an understanding of life, society, and historical events that have occurred in the past. Combining tourism with *hat chap cai luong arts* provides tourists with the opportunity to directly access and experience these historical and

traditional values, thereby enriching and deepening their travel experiences.

2.2. The Importance of Hat chap cai luong Arts in Culture and Tourism

According to Huynh Khai, former Head of the Traditional Music Department at the Ho Chi Minh City Conservatory of Music, in an interview on December 27, 2023 (recorded by the author),

"We hope that hat chap cai luong arts can contribute to promoting tourism. For example, when I visited the historical site of Cao Van Lau, I found it to be a convenient place to perform. If we incorporate hat chap cai luong arts there and tell the story of Cao Van Lau in about 10 minutes, people will understand more about the origin and importance of this art form.

For My Tho town, a land of talented musicians and cultural figures such as composer Tran Huu Trang, artists Bay Nam, Kim Cuong, Minh Phung, and Professor Tran Van Khe, we can adapt classical tuong plays into short hat chap cai luong arts to introduce them in tourist areas.

Places like Thoi Son Island or Thay Nam Tu Theater could become attractive tourist destinations. However, when I visited Thoi Son Island recently, I only saw don ca tai tu performances, while we could further develop hat chap cai luong arts and introduce local historical figures. Once we successfully develop and implement these programs, Thoi Son Island could become a special place for preserving and promoting don ca tai tu and cai luong."

According to Nguyen Le Tuyen (Lecturer at the Australian National University), on December 27, 2023, the content of the interview was recorded by the author:

"I had the experience of traveling to the Mekong Delta and watching do ca tai tu performances organized by some travel companies. Even though I know Vietnamese, when watching those performances, I found them difficult to understand and access. This also means that foreign tourists on such trips, if the introduction to don ca tai tu is not appealing enough, may not want to come back.

In Western countries, when watching plays or operas, translation methods and subtitles are often used to help the audience understand the content. For example, if an opera is performed in Italian, most of the audience already knows the storyline and understands Italian texts. However, those who do not know Italian can rely on subtitles displayed on screens, synchronized with the stage situation. Simultaneous subtitles in English, combined with music and other elements, help the audience grasp the content immediately. Similarly, if we apply a similar approach to hat chap cai luong arts, we can create an equivalent experience to the opera performances conducted abroad."

It can be said that the performance style of *hat chap cai luong arts* is a refinement, an improvement, and a more compact form. *Hat chap cai luong arts* play an important role in the tourism industry, providing visitors with a glimpse of Vietnam's rich cultural heritage. Performances can enhance the cultural experience for tourists and promote understanding of Vietnam's traditional art forms. The following advantages contribute to this:

Concise Content: *Hat chap cai luong arts* feature shorter plotlines compared to full-length cai luong plays, lasting only about 10–20 minutes. This makes it easier for tour guides to translate and explain to international tourists.

Combining singing and acting: *hat chap cai luong arts* combines both singing and acting elements. The performers not only sing but also take on roles and portray dramatic actions to convey the story.

Musical scales and stylistic elements: The musical foundation of *hat chap cai luong arts* draws inspiration from traditional musical scales and stylistic elements in don ca tai tu (a traditional chamber music genre of Southern Vietnam) as well as other musical forms such as hò, ngâm, hát lý, and vọng cổ.

Organizational requirements: *Hat chap cai luong arts* requires performers to have skills in both singing and acting. The performances also need appropriate stage props and setups to create a vibrant experience. The timing and venue for the performances need to be arranged accordingly.

Prominent values: *Hat chap cai luong arts* carry cultural and historical values, contributing to the preservation and promotion of traditional art forms. It possesses a special appeal when combining music, storytelling, and stage elements.

Role of hat chap cai luong arts in developing unique tourism products: The Southern region has a history of over 300 years of cultivation due to the significant contributions of pioneers from the Northern region and Central region people moving to the South around the 17th century. During that time, the creation of a cultural landscape was not only a material value but also a grand spiritual value. Among them, traditional art forms and folk music were generated to satisfy human needs, aspirations for love and peace, and dreams of prosperous humanity. Therefore, the *hat chap cai luong arts* have played and continue to play a valuable role in affirming the cultural identity of the region, especially the southern culture of Vietnam. It is an indispensable part of the list of traditional arts in the South.

The *hat chap cai luong arts* not only showcase the distinctive music and acting of the Southern region but also embody profound spiritual values such as love for the

hometown, love for fellow countrymen, gratitude, loyalty, and pride in the region's historical traditions and culture, which have spread to many other regions.

Transmitting and affirming these values through *hat chap cai luong arts* in tourism activities contributes to enhancing the image and understanding of Southern culture, creating a significant attraction for tourist destinations. The *hat chap cai luong arts* play an important role in affirming and preserving the cultural identity of the region and Southern culture, providing not only material but also spiritual value.

III. ANALYSIS AND EVALUATION OF THE ROLE OF HAT CHAP CAI LUONG ARTS IN CREATING ATTRACTION FOR THE TOURIST DESTINATION OF THOI SON ISLAND, TIEN GIANG PROVINCE

1. SWOT Analysis of *Hat chap cai luong arts* at the Destination

SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis is a strategic analysis method to evaluate the internal and external factors of a tourism product. Here is an example of a SWOT analysis for the tourism product of the *hat chap cai luong arts*:

Strengths:

- ✚ Cai luong as an art form is a distinctive element of the national culture, attracting the interest of art-loving tourists who want to explore the local culture.
- ✚ It can create a unique and immersive experience with cai luong art, allowing tourists to participate in the performances.
- ✚ Cai luong can provide tourists with a rich historical and cultural experience.

Weaknesses:

- ✚ Language and cultural barriers may exist since cai luong is often performed in the local language and has deep cultural elements that may be difficult for foreign tourists to understand.
- ✚ There may be a lack of infrastructure and facilities to meet the needs of tourists, including theaters, hotels, and other supporting services.

Opportunities:

- ✚ The tourism product of *hat chap cai luong arts* can leverage the trend of enhancing cultural experiences and exploring local art.
- ✚ It is possible to develop tour packages that combine cai luong performances with visits to cultural heritage sites, local cuisine, or interactions with cai luong artists.

- ✚ The supportive policies and encouragement from the government in exploiting the value of traditional culture and art can be leveraged for economic development and cultural preservation.

Threats:

- ✚ Competition from other tourism products that can provide similar cultural and artistic experiences.
- ✚ Changing preferences and demands of tourists may pose a threat, leading to a decrease in the demand for cai luong.

2. Realistic Evaluation through Surveys

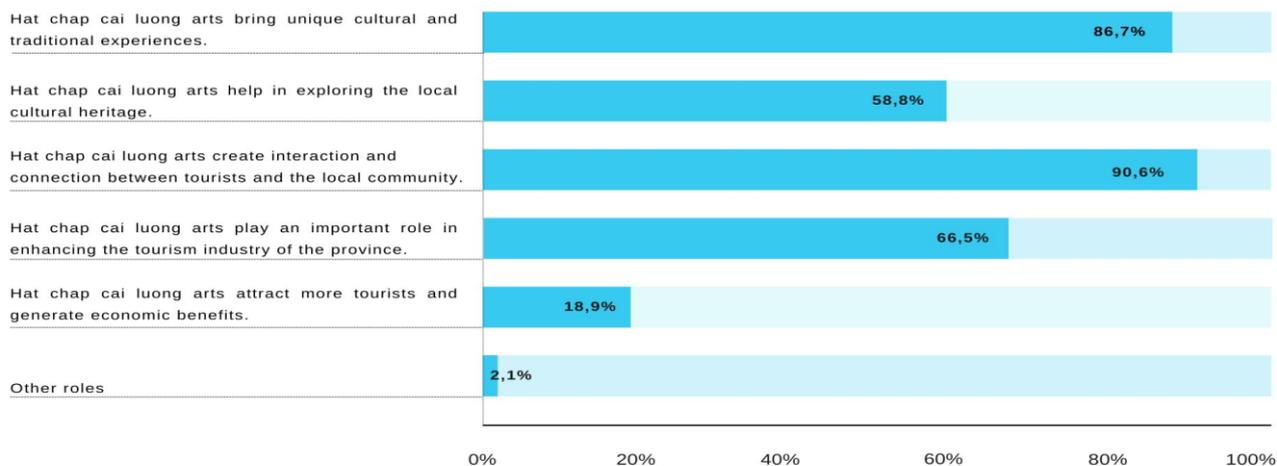
In the author's recent survey with 234 tourists, 150 were male, accounting for 64.1%, and 84 were female, accounting for 35.92% of the respondents. Regarding the occupation of the tourists, 43 individuals (18.4%) were civil servants and employees, 40 individuals (17.1%) were tourists, 52 individuals (22.2%) were tour guides, 21 individuals (9%) were from travel companies, 13 individuals (5.6%) were local residents, and the rest were from various occupations.

Regarding the role of *hat chap cai luong arts* in the development of cultural tourism, the majority of opinions stated that *hat chap cai luong arts* brings unique cultural and traditional experiences (86.70%); helps in exploring the local cultural heritage; creates interaction and connection between tourists and the community and the local area (58.80%); and plays an important role in enhancing the tourism industry of the province. A minority believed that *hat chap cai luong arts* attract more tourists and generate economic benefits. However, notably, *hat chap cai luong arts* create interaction and connection between tourists and the community and the local area (90.60%). Specifically, it accomplishes the following:

- ❖ Creates cultural interaction between tourists and the local community.
- ❖ Fosters a connection between tourists and the local community.
- ❖ Promotes and introduces the local cultural heritage.
- ❖ Enhances the position of the tourism industry in the province.

The role of hat chap cai luong arts in the development of cultural tourism	Count	Column N %
<i>Hat chap cai luong arts bring unique cultural and traditional experiences.</i>	202	86.7%
<i>Hat chap cai luong arts help in exploring the local cultural heritage.</i>	137	58.8%
<i>Hat chap cai luong arts</i> create interaction and connection between tourists and the local community.	211	90.6%
<i>Hat chap cai luong arts</i> play an important role in enhancing the tourism industry of the province.	155	66.5%
<i>Hat chap cai luong arts</i> attract more tourists and generate economic benefits.	44	18.9%
Other roles	5	2.1%

The role of hat chap cai luong arts in the development of cultural tourism



The role of hat chap cai luong arts in the development of cultural tourism

Source: Survey Results, 2023

Based on the survey and research results, the author found that *hat chap cai luong arts* contribute only 18.90% to attracting tourists and generating economic benefits. While this percentage may seem low, its role in creating interaction and connection between tourists and the local community, as well as its ability to provide unique cultural and traditional experiences, is significant. This is the key to driving sustainable development for cultural tourism on Thoi Son Island, Tien Giang Province.

The author also received feedback from tourists regarding the necessary steps to develop *hat chap cai luong arts* for tourism purposes. The responses were as follows:

- 72.6% of respondents believed that preserving and ensuring the continuity of this artistic practice in the long term is essential for integrating *hat chap cai luong arts* into serving tourists on Thoi Son Island.
- 67.5% of respondents emphasized the need for training and developing a skilled workforce with

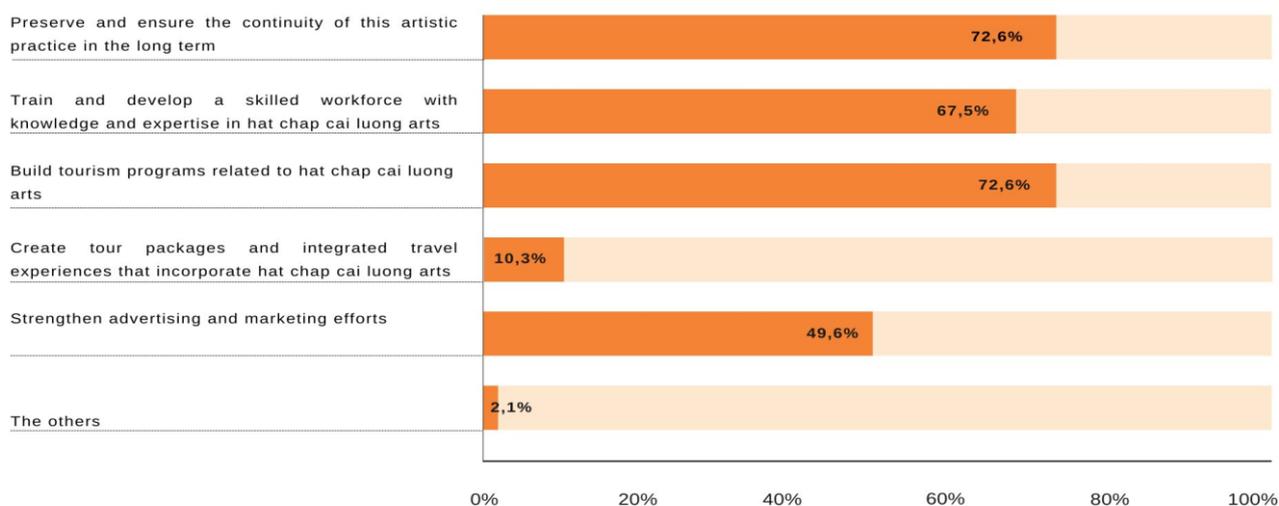
knowledge and expertise in *hat chap cai luong arts*.

- 72.6% of respondents suggested building tourism programs related to *hat chap cai luong arts*.
- 49.6% of respondents recommended creating tour programs and travel experiences that incorporate *hat chap cai luong arts*.
- 10.3% of respondents proposed the creation of tour packages and integrated travel experiences specifically focused on *hat chap cai luong arts*.
- The remaining respondents provided various other suggestions and conditions.

Overall, the feedback highlights the importance of preserving and promoting *hat chap cai luong arts*, investing in training and development, and integrating them into well-designed tourism programs and experiences to fully leverage their potential for cultural tourism on Thoi Son Island.

Necessary steps to develop hat chap cai luong arts for tourism purposes	Count	Column N %
<i>Preserve and ensure the continuity of this artistic practice in the long term</i>	170	72.6%
<i>Train and develop a skilled workforce with knowledge and expertise in hat chap cai luong arts</i>	158	67.5%
<i>Build tourism programs related to hat chap cai luong arts</i>	170	72.6%
<i>Create tour packages and integrated travel experiences that incorporate hat chap cai luong arts</i>	24	10.3%
<i>Strengthen advertising and marketing efforts</i>	116	49.6%
<i>The others</i>	5	2.1%

Necessary steps to develop hat chap cai luong arts for tourism purposes



Necessary steps to develop hat chap cai luong arts for tourism purposes

Source: Survey Results, 2023

Due to practical results, the author has identified some limitations, including investment capacity, community and artist participation, support from local authorities, and the ability to conserve and sustainably develop the tourism product. Therefore, the author would like to propose some specific solutions and directions.

IV. PROPOSED SOLUTIONS AND DIRECTIONS FOR THE DEVELOPMENT OF HAT CHAP CAI LUONG ARTS TOURISM AT THOI SON ISLAND, TIEN GIANG PROVINCE

4.1. Understand and exploit the local advantages

- To develop the tourism product of *hat chap cai luong arts* at Thoi Son Island, it is necessary to understand and exploit the local advantages, including culture, heritage, landscape, and artistic human resources of Cai luong.
- Grasp and honor the unique cultural values, such as traditional Cai luong performances, local stories, and images, to create experiences and attract tourists.

4.2. Build and improve suitable infrastructure

- Improve tourism infrastructure, including transportation, destinations, restaurants, hotels, and other facilities, to meet the needs of tourists.
- In particular, ensure facilities and services that meet the requirements of visitors participating in Cai luong-related activities, such as theaters, performance centers, and exhibition areas.

4.3. Diversify Cai luong tourism products and experiences

- Offer diverse tour packages, including activities such as watching traditional Cai luong performances, participating in performances at theaters and cultural centers, and experiencing working with Cai luong artists.
- Additionally, combine tourism with other activities such as visiting local landmarks, traditional craft villages, experiencing local cuisine specialties, and participating in classes and workshops on Cai luong to provide multidimensional experiences for tourists.

4.4. Establish partnerships and promote Cai luong tourism products

- ✚ Establish partnerships with entities including Cai luong producers, artists, cultural councils, and tourism businesses to enhance support for Cai

luong tourism products, creating a strong collaborative network.

- ✚ Implement promotional campaigns and marketing for Cai luong tourism products through various media channels, cultural events, websites, and social networks to attract tourist attention and strengthen brand identity.

4.5. Preserve and promote the cultural heritage of hat chap cai luong arts

- Ensure the preservation and protection of the cultural heritage values of *hat chap cai luong arts* through support and training for young Cai luong artists, while providing opportunities for them to perform and pass on this artistic tradition.
- Build reliable centers, theaters, or performance spaces to maintain and promote the cultural heritage of *hat chap cai luong arts*. Additionally, organize activities such as workshops, exhibitions, and competitions to enhance awareness and exploration of Cai luong.

4.6. Foster positive interaction with the local community

- Build and maintain a positive and sustainable interaction with the local community, such as engaging in farming activities, visiting craft villages, and conversing with local residents.
- Create opportunities for collaboration and exchange with the community, recruit local human resources for tourism activities, purchase local products and services, and support community projects.
- Ensure active participation and positive responses from the local community in the development and management of Cai luong tourism products.

4.7. Protect the environment

- ❖ Implement environmental protection measures in the development and operation of Cai luong tourism products, manage waste, use energy-efficient resources, and encourage tourists to engage in sustainable tourism activities.

4.8. Education and Awareness

- ❖ Enhance education and raise awareness about the value of sustainable *hat chap cai luong arts* tourism for tourists and the local community. This can be achieved through communication campaigns, tour guides, and incorporating educational programs in schools.

V. CONCLUSION

The combination of cultural, historical, communication, and promotional elements is the key to creating a unique and appealing tourism experience. Tourists will not only enjoy high-quality performances but also have the opportunity to gain a deeper understanding of the local culture and traditions.

To continue developing the distinctive *hat chap cai luong arts* tourism product, collaboration is needed from researchers, tourism managers, artists, and the local community. Researching and implementing modern marketing and promotional methods will help bring the product closer to potential customers. Additionally, investment in training and developing human resources related to *hat chap cai luong arts*, from artists to tourism service personnel, is essential to improving the quality and professionalism of the tourism industry.

Furthermore, the preservation and promotion of the cultural value of the *hat chap cai luong arts* also require attention and support from relevant authorities and social organizations. Specific policies are needed to protect and develop this art form, including safeguarding historical sites and documentation as well as creating favorable conditions for performance activities and cultural education.

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Mr. Ho Nhut Quang's (a male actor dressed in a blue ao dai) documentary images, during his time as a tour guide, performing a traditional cai luong play to serve Japanese tourists at Thoi Son Island, were captured and broadcasted by Sendai Television on August 10th 2010, to introduce Vietnam and promote the captivating Mekong Delta tour to the Japanese public.

(Source: Sendai Television -Japan).

Preserve and Promote the Traditional Cultural Values of the Tay and Nung people in Tourism Development in Cao Bang Province, Vietnam

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Abstract

The development of tourism linked to the unique cultural values of each ethnic community is becoming an essential trend in the tourism sector. The Tay and Nung ethnic communities in Cao Bang province are among the ethnic minority groups in Vietnam, with rich cultural and social lives that hold significant importance in tourism development. The traditional cultural values of the Tay and Nung people deeply embody the cultural identity of the ethnic group and represent a rich cultural potential in the tourism development of Cao Bang province. Successfully managing the relationship between preserving and promoting the traditional cultural values of the Tay and Nung people in Cao Bang province in connection with sustainable tourism development will contribute to changing livelihoods, enhancing the quality of life for the people, and ensuring the sustainable development of the country.

Keywords— Traditional culture, Tay people, Nung people, Cao Bang, Vietnam.

I. INTRODUCTION

Cao Bang is a mountainous province in the border area of Vietnam and has many ethnic minorities living such as: Tay, Nung, Dao, H'mong, San Chay, etc. Each ethnic minority community in Cao Bang has a unique, diverse and rich treasure of indigenous knowledge. Among them, the Tay and Nung community in Cao Bang province is one of the ethnic minority communities in Vietnam, with a rich social and cultural life and important significance in tourism development. The traditional cultural values of the Tay and Nung people are rich in ethnic cultural identity and are rich cultural potential in tourism development in Cao Bang province such as: features in culinary culture that help create regional specialties, knowledge of traditional arts, festivals,... serving tourism development. The unique characteristics of the customs and beliefs of the people help enrich cultural identity and knowledge of folk remedies that have practical significance in treating diseases, taking care of the people's health and exploiting tourism development,... However, in the face of development trends, the traditional cultural values of the Tay and Nung people in Cao Bang province are facing the risk of disappearing, some

traditional cultural and social values are not able to promote their role in local tourism development. Therefore, researching the preservation and promotion of traditional cultural values of ethnic minorities in tourism development is a way to promote potentials, advantages, and increase resources for development of the province in a new period.

Scientists have researched various aspects of the Tay and Nung people's traditional culture in the mountainous provinces of Vietnam, including their way of life, beliefs and customs, environment, animal husbandry and crops, health care, and more. Numerous research projects have up to this point made reference to the Tay and Nung people's traditional culture, both directly and indirectly, such as: Author Tran Tri Doi in *Research on the Languages of Vietnamese Ethnic Minorities* (Doi, 1999) has grasped the general picture of ethnic minorities and the linguistic status of ethnic minorities in Vietnam. Thereby, the author has generalized the picture of ethnic culture, including the culture of the Tay and Nung ethnic groups. Researcher Trieu Thi Mai in *Folklore of the Tay and Nung people in Cao Bang* has introduced an overview of some unique types of folk culture of the Tay and Nung people.

(Mai, 2012) In *Some bad luck-relieving ceremonies of the Tay and Nung people in Cao Bang*, some concepts, customs and beliefs in the cultural life of the Tay and Nung people are introduced. (Mai, 2016) In the *Custom of carrying, hammering, and discouraging of the Tay people in Cao Bang*, the author introduced the concept and some religious practices in the cultural life of the Tay people. (Mai, 2015) In *Tay - Nung Folk Tales in Cao Bang* by Nguyen Thien Tu and the research team introduced folk tales passed down in the cultural life of the Tay and Nung people. (Tu, 2011) In the *Ceremony of Bestowing the Title of Then Nu Practitioner in the Western Region of the Tay Ethnic Group in Cao Bang Province* studied the rituals and religious practices in the Ceremony granting honor of the Tay people. (Tu, 2009) In the research work *Communication conventions on family life of the Tay people in Cao Bang*, the authors also mentioned the regulations and concepts of the Tay people in the issue of family and clan organization. (Sach, D.V., Dao, D.T., 2016) In the *Basics of traditional village rules of the Tay people, Cao Bang* studied the regulations and conventions in the organization of community social life of the Tay people. (Sach, D.V., Dao, D.T., 2014) In *Cultural Behavior of the Tay people through proverbs about social relations* by Ha Ngoc Tan, introduced a treasure of proverbs about social relations that have been preserved and passed down in the life of the Tay people for many generations. (Tan, 2007) The research team of Hoang Quyet, Ma Van Khang, Hoang Huy Phach, Cong Van Luoc, Vuong Toan in *Tay - Nung Traditional Culture* introduced the characteristics of the rich and unique traditional cultural treasure of the Tay and Nung ethnic groups in Vietnam. (Quyet, H., Khang, M.V., Phach, H.H., Luoc, C.V., Toan, V., 1993) Author Dam Thi Uyen in *Nung Culture in Cao Bang* (Uyen, 2010) and *Tay people's customs, beliefs and religion in Cao Bang* (Uyen, 2012) introduced the traditional cultural identities of the Tay and Nung people in Cao Bang with their own unique features in spiritual life through cultural activities in daily life. Research projects on the traditional culture of the Tay and Nung people in Cao Bang mainly research and introduce a number of areas in cultural and social life such as folk literature, traditional arts, customs, beliefs, festivals, etc. The research projects have made an important contribution to introducing and preserving the cultural identity of the Tay and Nung communities along with the culture of the great family of Vietnamese ethnic minorities. Ethnologists in historical sciences, cultural studies, folk culture, etc. all assess that the Tay and Nung people in Cao Bang province have a rich and diverse traditional cultural identity that needs to be further studied.

The issue at hand in the conservation and promotion of the traditional cultural values of the Tay and Nung ethnic groups in the tourism development of Cao Bang province today is how to preserve and promote the positive values in cultural and social life and exploit tourism development. Simultaneously, it involves eliminating outdated customs, enhancing internal strength and resistance for the cultures of minority ethnic groups, contributing to the construction of an advanced Vietnamese culture, rich in ethnic identity. This article utilizes basic methods such as analysis and synthesis, sociological investigation, statistical comparison to evaluate the current status of preserving and promoting the cultural values of the Tay and Nung people in Cao Bang province. Consequently, the article provides recommendations and solutions for preserving and promoting the traditional cultural values of the Tay and Nung people in the tourism development of Cao Bang province, Vietnam.

II. RESULTS

Some traditional cultural values of the Tay and Nung people in Cao Bang province

Originating from their residential areas and main agricultural activities of farming and animal husbandry, the Tay and Nung communities have accumulated a diverse and rich cultural heritage, distinctly showcasing the cultural identity of the ethnic groups.

Firstly, the Tay and Nung people celebrate many festivals and holidays that reflect the agricultural practices of rice cultivation, such as: Tet Nguyen dan, Tet Dap noi, Tet Thanh Minh, Tet Doan ngo, Tet Khoan vai, Tet Dong chi, Le Cap Sac; Long Tong Festival, Nang Hai Festival, and many more held in spring at temples and pagodas. These traditional festivals are closely linked to cultural life and beliefs, showcasing the unique cultural identity, reflecting their beliefs about the universe, nature, human beings, and life, embodying numerous traditional cultural values of the ethnic groups.

Secondly, the rich literary and artistic treasures of the Tay and Nung people include numerous legends explaining the origins and roots of the Tay and Nung people in Cao Bang, such as the legend of "Bao Luong, Siao Cai" and the folklore "Cau chua cheng Vua" of the Tay people, along with various fairy tales, fables, humorous stories, and historical stories. They have a variety of folk genres and poetic forms like proverbs, nursery rhymes, riddles. Among these, Tay folk songs are often associated with traditional dances and incorporate musical instruments such as drums, clash cymbals, gongs, pi le, Dan Tinh (Gourd Lute), tambourine, flute, erhu,

zither, shaking bell. The Tay people perform the Sluong dance mimicking a boat rowing procession escorting officials and Then officers to the court; the Chau dance during the Ceremony of Bestowing the Title of Then Nu Practitioner (Le Cap Sac); the Nhan Co dance, the Tan Hoa dance during the Nang Hai Festival; the Phuong dance, the Hac dance during funerals, etc. The rich folklore of the Nung people is diverse in content and genre, with traditional folk tunes playing a significant role in shaping the cultural identity of the ethnic group. The traditional folk tunes of the Nung people are formed during production labor and daily life activities, including: Luon Nang Oi, Da Hai, Put lan, Luon Phu, Sli Giang, Sli La Hoi, Xa xa, Heo phun, Lullaby, Dong Dao (Children's song), Luon Slam khot, Nay sli, Funeral songs.

In this context, Then singing and “Dan Tinh” (Gourd Lute) (also known as Then Tinh) of the Tay and Nung people serve as both a form of folk performance and a means of expressing beliefs, spirituality, emotions, love for their homeland, and patriotism, as well as showcasing faith, benevolence, etc. Then singing plays a significant role in the spiritual life and has a profound impact on the lives of the people in this region. In December 2019, the practice of Then singing by the Tay, Nung, and Thai people in Vietnam was officially recognized by UNESCO as intangible cultural heritage representative of humanity. The Tay and Nung people have preserved and passed down Then singing through generations, integrating it into their communal activities and daily life. Nowadays, the Tay and Nung people in Cao Bang continue to use and develop various melodies of Then singing in traditional folk festivals, professional stages, and community singing movements.

Thirdly, from agricultural products, the Tay and Nung people also have a very rich culinary skills in preparing a variety of dishes and beverages with distinctive flavors not found in other ethnic group such as: bamboo tube-cooked rice, Nua Lap (pork cut into long, thick pieces, salted and spiced and then hung on the beam, smoking-shelf), sour meat with powdered grilled rice, smoked meat, and smoked fish, etc. The main ingredients for Tay and Nung cuisine are sourced from the forest or from produce grown and raised by their families. During festive occasions like Lunar New Year, they also prepare special dishes such as pork and chicken dishes for Lunar New Year, duck dishes for Mid-Seventh Month Festival (Ghost Festival), and rice-based dishes like multicolored sticky rice, chicken, fish, and roasted pork for Tet Thanh Minh and Festival for Tending Graves. Their daily and festive beverages typically include rice wine made from rice, corn, and cassava, etc.

Fourthly, the Tay and Nung people reside in close-knit villages and adapt their living spaces according to the terrain. They have traditional knowledge of constructing suitable houses such as stilt houses, single-story houses, half-stilt half-story houses, and wall-sided houses. In mountainous, remote, and border areas, the Tay and Nung people often build stilt houses raised on wooden poles, tied with ropes, with walls made of bamboo or stone. In flat areas near towns, they tend to build single-story houses. However, the traditional stilt house remains a unique architectural symbol of Tay culture. Currently, stilt houses of the Tay people are still quite popular in some localities in the province. Many stilt houses have existed for hundreds of years and have sturdy wooden frames and columns.

Current status of preserving and promoting cultural values of the Tay and Nung people in Cao Bang province, Vietnam

In recent times, the government and people of Cao Bang province have implemented various measures to preserve, conserve, and promote the traditional cultural values of the Tay ethnic group within the province. Leaders at all levels in Cao Bang province are keenly aware of the necessity to conserve and promote the cultural values of ethnic minorities. The Resolution of the 18th Provincial Party Congress of Cao Bang for the 2015-2020 term emphasized: "Preserve and promote the good values of ethnic cultures; continue to implement the master plan for Cao Bang tourism development in the period 2011 - 2020, vision to 2030; preserve, restore, and embellish cultural, historical, and spiritual relics, combined with the conservation and promotion of the value of natural landscapes and scenic spots; enhance promotion and tourism development." The Resolution of the 19th Provincial Party Congress of Cao Bang for the 2020 - 2025 term affirmed: Cao Bang continues to preserve and promote the good values of ethnic cultures. Thoroughly grasping and implementing the Party's guidelines, the State's legal policies and the province's policies and guidelines, departments and branches of Cao Bang province have coordinated to implement many plans and programs and projects to preserve and promote the traditional cultural heritage values of ethnic minorities in Cao Bang province. The Department of Culture, Sports, and Tourism of Cao Bang province has developed the "Implementation Plan for Preserving and Promoting the Distinctive Traditional Cultural Values of Cao Bang" and various programs and projects implemented throughout the province, especially in districts with a large population of Tay ethnic people such as Bao Lam, Bao Lac, Tra Linh, Quang Uyen, Trung Khanh, etc.

To enhance public awareness of the cultural value and role of Then singing, contributing to the formation of a passion for Then singing among the younger generation,

propaganda work on the cultural value and role of Then has been emphasized through the mass media system. Teaching Then singing and Dan Tinh (Gourd Lute) through Then singing clubs, associations, and groups in localities across Cao Bang province has been actively carried out. In recent years, the Department of Culture, Sports, and Tourism of Cao Bang province has opened many classes for teaching Then singing and Dan Tinh (Gourd Lute) to learners throughout the province, with an average of about 30 learners per class. Master Then singers teach ancient Then songs, new Then songs, Dan Tinh (Gourd Lute) playing techniques, etc., creating attraction for learners and spreading the cultural heritage of Then singing to the community. Participants in training classes become active propagandists, teaching Then singing and Dan Tinh (Gourd Lute) arts when they return to their localities. Cao Bang province also encourages localities and schools to establish Then singing - Dan Tinh (Gourd Lute) clubs. Currently, the province has established more than 73 active and effective Then singing - Dan Tinh (Gourd Lute) clubs. These clubs regularly organize training sessions on Then singing, Then singing - Dan Tinh (Gourd Lute) playing, and hold many cultural exchange events, attracting many participants, such as the First Then Singing and Then singing - Dan Tinh (Gourd Lute) Festival in 2017, the Four Seasons Then Village Life Program of the Easterners in 2017, the Then Festival Program of the people of Cao Bang in 2017, etc. In Cao Bang's high schools, Then singing has become an extracurricular activity, and Then singing lessons are included in the curriculum. Furthermore, Cao Bang province focuses on scientific research to preserve and promote the cultural value of Then singing, organizing many scientific conferences and expert meetings to propose practical and feasible solutions to conserve and promote the cultural values of Then singing, carries out statistics, compiles records, lists and honors artisans of Dan Tinh (Gourd Lute) and has policies to support funding for outstanding artisans and artisans who have not been conferred, etc. The province also encourages artisans to preserve and fully record Then songs, Dan Tinh (Gourd Lute) tunes, and create new lyrics reflecting contemporary life to contribute to the effective promotion of this unique cultural form. The Party committees and authorities at all levels in Cao Bang province closely oversee the search for young people interested in learning Then singing, encouraging and training them to build a young workforce of Then singing artists. Officials involved in the preservation and promotion of the Then singing heritage, as well as officials and specialists from the Department of Culture, Sports, and Tourism of Cao Bang province, continuously enhance their knowledge and understanding

of Then culture. Moreover, Cao Bang province invests funds in building cultural facilities and improving cultural infrastructure for Then singing performances. Socialization efforts and attracting social resources for the preservation and promotion of the cultural heritage value of Then singing are also emphasized, etc.

The province has always invested in promoting the traditional culture of ethnic minority communities in tourism development. Therefore, conservation and promotion of the traditional cultural values of the ethnic groups associated with tourism development have achieved many results. Tourism in Cao Bang province has witnessed strong development in recent years. In the period 2016-2020, the number of tourists to Cao Bang reached over 5 million, increasing by 98% compared to the period 2011-2015, with an average annual increase of 18.7%; of which, the number of international tourists reached over 420 thousand, increasing by 213% compared to the period 2011-2015, with an average annual increase of 42%; tourism revenue reached over 1,200 billion VND, increasing by 192% compared to the period 2011-2015, with an average annual increase of 36%; the average tourism growth rate reached 25.8% per year. The tourism sector contributes to promoting economic growth, job creation for laborers, and improving people's lives. On April 12, 2018, at the 204th session of the UNESCO Executive Board in Paris, France, the Resolution recognizing the Non nuoc Cao Bang UNESCO Global Geopark was passed. Currently, Cao Bang has 03 special national monuments (Pac Bo Special National Monument, Ha Quang district; Tran Hung Dao Forest Special National Monument, Nguyen Binh district; Special National Monument of the 1950 Border Victory Site, Thach An district), with more than 130 unique natural heritage sites, some of which have international significance. At the same time, the province has completed the construction of 3 tourism routes within the Non nuoc Cao Bang UNESCO Global Geopark: Northern cluster tourism route: Journey back to the origin; Western cluster tourism route: Northern Discovery - Mountains of changes; Eastern cluster tourism route: Experience indigenous culture in the land of fairies. In 2022, Cao Bang province established the Da Hai Thong Hue cultural performance team and organized training courses on Da Hai folk songs for 30 people; Organized seminars, scientific conferences on the conservation and promotion of cultural values associated with tourism development such as the scientific seminar "Promoting cultural values and resources of ethnic groups associated with tourism development, human development in the Northern mountainous region"; Established community cultural performance teams and folk song and dance clubs in communes, towns in districts, cities,... Preservation and

promotion of cultural values in general and the folk song and dance values of the Nung people in particular associated with the province's tourism development have contributed to restructuring the economy, generating income for local people, and enhancing tourists' understanding of customs, traditions, and culture of ethnic groups living in Cao Bang province. In 2022, the total tourism revenue of Cao Bang province is estimated at 550 billion VND, an increase of 650% compared to the same period. The total number of visitors is estimated at 1.04 million, an increase of 150% compared to the same period, including: Estimated international tourists reached 14 thousand, an increase of 930% compared to the same period; Estimated domestic tourists reached 1.02 million, an increase of 148% compared to the same period. (The subcommittee on implementing breakthroughs in development of Tourism - Sustainable Tourism, 2022)

However, despite the efforts made by the province to preserve and promote the traditional cultural values of the Tay and Nung ethnic groups, many traditional cultural values are facing the risk of decline, ancient folk tunes and folk tales in various forms of folk music are fading away and becoming difficult to collect. The scope of performance activities is narrowing, traditional musical instrument players and folk singers are gradually decreasing,... Additionally, the work of transmitting traditional folk songs to younger generations is facing many difficulties, and investment resources for promoting the traditional cultural values of the Tay and Nung people associated with activities Tourism service activities are still modest, "not commensurate with the demand, potential," and have not provided impetus for rapid, sustainable tourism development.

To conserve and promote indigenous knowledge of the Tay people in the tourism development in Cao Bang province, successfully achieving the goals of the Party Congress of Cao Bang province for the term 2020-2025: Making tourism a spearhead economy, Cao Bang becoming the tourism center of the northern midland and mountainous region, it is necessary to implement a number of fundamental solutions as follows:

Firstly, continue researching, reviewing, and compiling statistics on the indigenous knowledge capital of ethnic minorities living in the province in general and the Tay and Nung ethnic groups in particular. From there, develop suitable tourism models to promote the traditional cultural values of the Tay and Nung people. Moreover, diversify tourism products to fully exploit the cultural heritage value of the ethnic groups and connect with the cultural heritage of other ethnic groups in the region to help tourists understand the cultural diversity of the ethnic groups in Cao Bang province more deeply.

Secondly, diversify forms of propaganda about preserving and developing indigenous knowledge in the cultural and social life of the Tay people. Specifically, emphasize the importance of radio and television broadcasting in ethnic languages, propaganda work through reputable figures such as village elders, village heads,... to garner community consensus in promoting the role of indigenous knowledge in the development of tourism in Cao Bang province. At the same time, enhance the promotion of cultural values and cultural heritage destinations extensively, diversify forms of promotion, and implement value chain linkages according to each locality, each tour, and each cultural heritage tourism route.

Thirdly, the leadership of Cao Bang province needs to continue increasing investment in building additional cultural facilities to serve folk performance activities of the people and provide reasonable incentives for artisans, policies to encourage those involved in preserving and promoting traditional cultural heritage in localities within the province. This includes ongoing investment in scientific research resources to develop practical solutions for conserving and promoting the cultural heritage values in the development of tourism in Cao Bang province. Additionally, establishing a team of local tour guides from the Tay and Nung ethnic groups with sufficient numbers and ensuring their professional competence and understanding of the people's culture to effectively convey the cultural heritage values to tourists.

Fourthly, promoting the participation of local residents and socio-political organizations in activities to preserve and promote the role of indigenous knowledge. Strengthening measures to ensure environmental sanitation at tourist sites, especially by increasing the number of trash bins for tourists, implementing waste water and garbage treatment systems in relic sites, mobilizing local residents to participate in environmental hygiene and waste collection at tourist sites,... Regularly assessing and monitoring the impact of tourism activities on the conservation of cultural heritage values and the livelihoods of local residents at tourist sites.

III. CONCLUSION

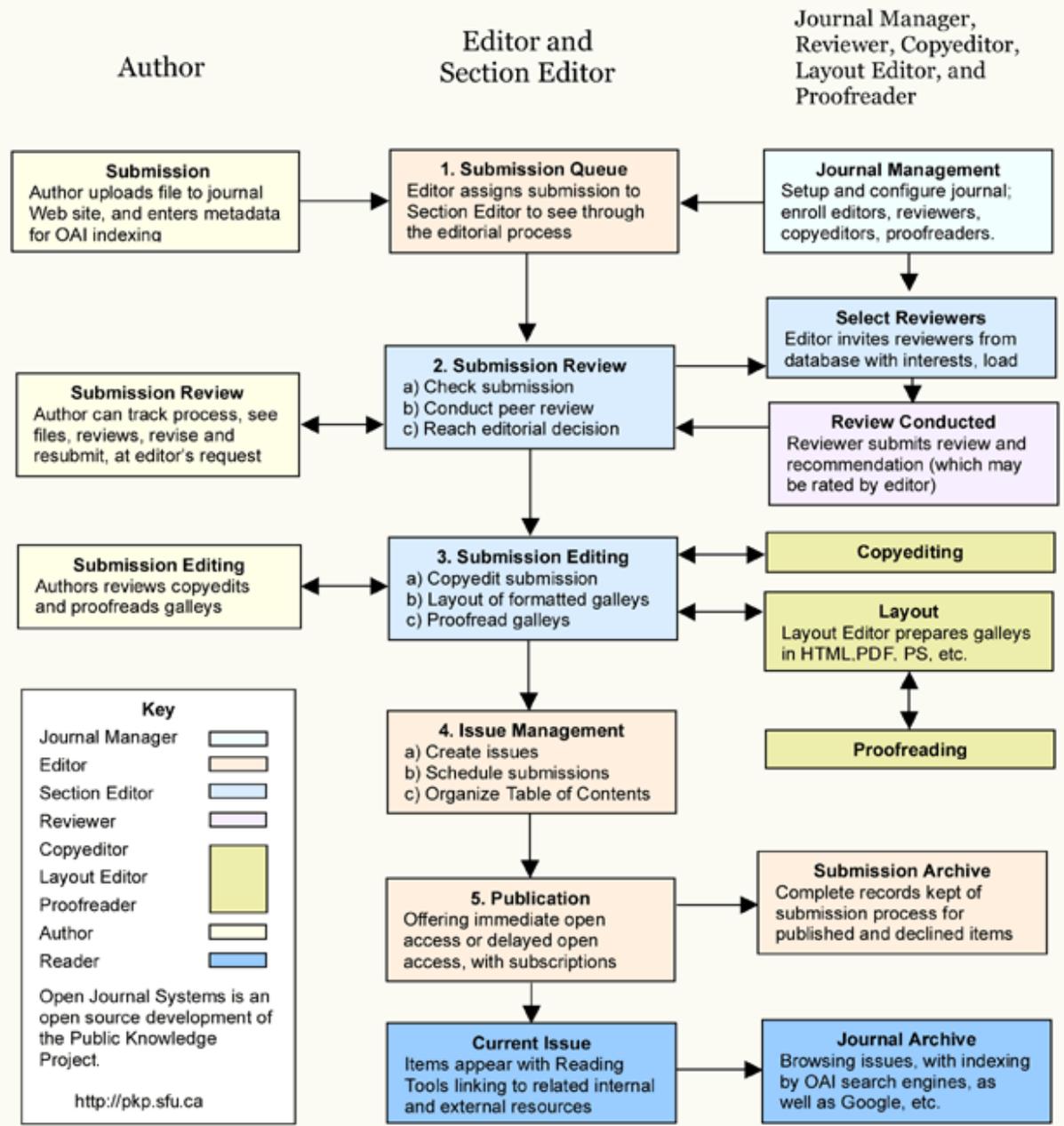
The development of tourism tied to the unique cultural values of each ethnic community is becoming an essential trend in the tourism industry. Effectively addressing the relationship between preserving and promoting the traditional cultural values of the Tay and Nung people in Cao Bang province, in conjunction with sustainable tourism development, will contribute to "protecting and preserving cultural resources for future generations," transforming livelihoods, improving the

quality of life for residents, and ensuring the sustainable development of the country. Successfully managing this relationship requires proactive and determined efforts from all levels of government, relevant sectors, tourists, and the Tay and Nung communities in Cao Bang province. It demands serious implementation with a comprehensive system of solutions tailored to the cultural characteristics of the communities and the practical situation of the locality.

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