

EDITORIAL COMMENT

The International Hybrid Conference held from 6th to 9th May, 2026, at the Federal College of Education (Technical), Umuze, provided a valuable platform for scholarly engagement, professional interaction, and interdisciplinary dialogue on the theme:

“Bridging Education, Technology and Tax Awareness in the Digital Age.”

The conference was organised through a collaborative partnership involving the School of Business Education, Federal College of Education (Technical), Umuze; Fontis Aid Foundation; and the Chartered Institute of Taxation of Nigeria (CITN), Onitsha and District Society. The collaboration reflected a shared commitment to promoting knowledge exchange, strengthening professional engagement, and advancing research-based responses to emerging educational, technological, and tax-related issues in the digital age.

The conference brought together scholars, researchers, educators, tax professionals, policymakers, students, and other stakeholders who contributed to robust intellectual discussions through lead papers, research presentations, and other scholarly engagements. The diverse contributions demonstrated the increasing importance of integrating education, technology, and tax awareness in preparing individuals, institutions, and society for the opportunities and challenges of the evolving digital environment.

Following the successful conclusion of the conference, authors were invited to submit their full papers for scholarly consideration. The submitted manuscripts subsequently underwent the journal’s established peer-review process. Based on the reviewers’ observations and recommendations, authors revised their manuscripts to improve their scholarly quality, clarity, methodological rigour, relevance, and overall contribution to knowledge.

This issue of the Journal of Research and Education in Africa (JOREDEA) presents selected papers arising from the conference that successfully completed the review and revision process. As a scholarly publication platform owned and published by the Fontis Aid Foundation, JOREDEA is pleased to provide an avenue for the dissemination of these reviewed research contributions to a wider academic, professional, and policy audience.

The articles published in this issue reflect diverse perspectives and address contemporary concerns relating to education, technological development, digital innovation, taxation, entrepreneurship, business, and other relevant areas of research. Collectively, they provide theoretical insights, empirical evidence, practical recommendations, and context-sensitive approaches that can support further scholarship, professional practice, policy development, and sustainable societal advancement.

The Editorial Team acknowledges and appreciates the collaborative efforts of the conference partners, the lead paper presenters, authors, reviewers, members of the organising committees, participants, and all individuals and

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institutions whose contributions supported the successful hosting of the conference and the subsequent publication of this issue. Special appreciation is extended to the reviewers for their careful scholarly evaluation and constructive recommendations, as well as to the authors for their commitment to revising and strengthening their manuscripts.

It is hoped that the articles published in this issue will stimulate further research, deepen scholarly discourse, encourage interdisciplinary collaboration, and provide useful insights for educators, researchers, practitioners, tax professionals, policymakers, and other stakeholders. The publication also reinforces the importance of sustained partnerships among educational institutions, professional organizations, and civil society bodies in promoting research, innovation, and knowledge dissemination.

The Editorial Team remains committed to upholding scholarly standards and providing a credible platform for the publication and dissemination of quality research that contributes meaningfully to educational advancement and sustainable development in Africa and beyond.

Editorial Team

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