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Intergenerational Knowledge Transfer in the Digital Age: Youth as Catalysts for Parental Social Mobility in Dhaka City

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ABSTRACT

Digital literacy and support across generations is critical to preventing older adults getting excluded from digital public services, financial systems, and economic activities. Youth often act as catalysts in addressing this issue within families through intergenerational knowledge transfer. Drawing on the theoretical framework of reverse socialization, this study aims to explore how digital knowledge shared by youth influences parents' access to information, opportunities, and resources that contribute to social mobility. Following a mixed method approach this study surveyed 400 participants selected through purposive sampling and interviewed 10 using a semi-structured questionnaire. The data analysis was done using IBM SPSS Statistics version 25 with descriptive statistics, Chi-Square, cross-tabulation, and exploratory factor analysis. Findings of the study indicate that digital literacy has significantly enhanced parental social mobility by increasing capability, efficiency, and connectivity, enabling access to services such as entertainment, online shopping, mobile banking, and ridesharing. Practical knowledge shared by the youth in the family was applied by the parents to manage finance, engage civically, and run small businesses, which in the process also strengthened their family bonds. However, the study revealed that generational gaps in technological understanding, literacy limitations, gendered and aged dynamics in digital support often constrain the depth of digital inclusion. By highlighting how digital knowledge flows upward from children to parents, this research sheds light on a unique mechanism of social inclusion and underscores the critical role of youth in facilitating inclusive development through inter-generational knowledge transfer in Bangladesh.

Keywords: Social Mobility, Digital literacy, Youth, Intergenerational Knowledge Transfer, Inclusion.

1. INTRODUCTION

Bangladesh experiences rapid digitalization (Hossain, 2022) and disparities in technological access (Aziz & Hossain, 2024), and the digital era has transformed traditional methods of knowledge transfer (Zhang et al., 2024). Traditional views of knowledge transfer typically explain a one-way flow from older generations to younger ones (Glass et al. ,1986). Intergenerational knowledge transfer refers to the process by which skills, information, and technological competencies are

passed from one generation to another. Traditional models of socialization conceptualize knowledge flow as a unidirectional process from older to younger generations, where parents transmit values, skills, and cultural norms to children (Glass et al., 1986). However, this paradigm is challenged in contexts where technological advancement creates generational gaps in digital literacy. In such instances, younger individuals, typically more adaptive to digital innovations, transmit knowledge upward, a process sociologists describe as reverse socialization (Darinskaia & Moskvicheva, 2019). While younger individuals quickly adapt to new digital tools, older generations-especially parents, often struggle to keep pace. Despite Bangladesh's push toward a "Digital Bangladesh" (Hossain, 2022), many adults in Dhaka City remain digitally excluded due to a lack of digital skills and a generational gap in understanding (Pearce, 2020). This exclusion limits their ability to access better job opportunities, financial services, and social resources. Digital literacy and support across generations is critical to preventing older adults getting excluded from digital public services, financial systems, and economic activities (McDevitt & Chaffee, 2000). Youth often act as catalysts in addressing this issue within families through intergenerational knowledge transfer. Children influence their parents' behaviors and knowledge, particularly in technological adoption significantly. This study seeks to investigate how intergenerational knowledge transfer functions in Dhaka city's households and whether youth-driven digital literacy initiatives can serve as a catalyst for parental social mobility. The main objective of the study is to explore how digital knowledge shared by youth influences parents' access to information, opportunities, and resources that contribute to social mobility. In doing so, the study aims to identify the types of digital knowledge shared and the challenges faced by youth and parents in the process of intergenerational digital knowledge exchange. This dynamic directly aligns with the goals of Sustainable Development Goal (SDG) 10.2, which calls for the social, economic, and political inclusion of all, regardless of age or status (Khatun et al., 2020) . The findings of this study can contribute to broader discussions on digital inclusion, intergenerational learning, and socioeconomic development. Understanding this knowledge transfer mechanism can inform policies and programs aimed at reducing digital inequalities.

2. Literature Review

2.1 Intergenerational Knowledge Transfer

Intergenerational knowledge transfer refers to the passing of information and knowledge from older to younger members of a kinship group or members of an extended family through written communication in print or online that conveys facts, context, connections, processes, or other insights between two generations. The generation gap is a situation which occurs when the older and younger people do not understand each other due to differences in their opinions, habits and behaviors (Sabri et al.,2014). Ropes (2011) defines intergenerational learning as an interactive process between and among people from different generations through which one or both parties learn. Traditional knowledge transfer refers to the knowledge, beliefs, and capabilities of the local people from accumulated experiences and learning, combined with continuous invention and development, passed on from generation to generation for problem-solving, adaptation, and survival in the environment and the society while conserving culture (Ueangchokchai, 2022). In recent times, wisdom transfer has started to disappear as young generations consider it out-of-date and not applicable from the economic aspect. The technological advances that facilitate young generations to access all information rapidly change traditional learning platforms (Ueangchokchai, 2022).

2.2 Digital Age and Youth's Role

Young people find in new information and communication technologies (NICTs) a place for meeting friends and sharing experiences with peers, together with an unprecedented autonomy from adults. By means of these technologies, they learn about a great many issues through gaming, social networking sites (SNSs), by exchanging queries with peers, engaging in forums and online tutorials (Linne, 2014). These exchanges have a high degree of efficacy, to a great extent because they are rapid and brief (Linne, 2014). The digital revolution has created various

opportunities for remote work, learning, and other activities (Long et al., 2023) for men and women. However, not everyone can benefit from these opportunities equally due to differences in endowments, which increases gaps in digital skills among different groups of people (Long et al., 2023). A digital divide is created when part of the population has access to information and communication technologies and knows how to utilize them, while another part of the population does not (Compaine, 2001). As older adults as modest to non-users of technology group may feel uncomfortable with the growing digitization of society, they may have too experience digital exclusion from tech-savvy people of all ages, including their digitally-competent same-age peers, but especially from young people who are largely tech-savvy (Betts et al., 2017). For older adults, barriers such as lack of technological skills and limited desire to learn new skills can intensify the divide, especially when opportunities such as using digital technology for means of social interaction can help to reduce the generational divide (Betts et al., 2017). For example, grandparent-grandchild dynamics around smartphone learning foster interdependent knowledge systems, benefiting both parties and blurring traditional age-based power dynamics (Pandya, 2020).

2.3 Knowledge Transfer and Social Mobility

Intergenerational mobility is concerned with the links between parents' socio-economic status and their children's socio-economic position in adulthood. A strong association between social or economic status across generations indicates weak intergenerational mobility, and is often regarded as in violation of the norms of equality of opportunity (Blanden et al., 2008). Digital literacy introduces transformative changes and presents challenges for educators, encompassing crucial skills, learning methodologies, and educational environments (Peled, 2021). According to the "second-level digital divide" idea (Robinson et al., 2015), middle-income families benefited the most from our study's findings, which showed that 48.7% of parents used these abilities to generate money and 53.9% for digital transactions. However, obstacles including a lack of devices, erratic internet, and inadequate baseline capabilities continue to make implementation uneven (Ragnedda & Muschert, 2016). In urban Bangladesh, youth-led digital mentorship can act as a catalyst for long-term parental social mobility with the right kind of assistance (Wang et al., 2024). By acquiring digital skills, such as using mobile banking, accessing e-commerce platforms, or engaging in online learning, parents increase their economic agency and social participation. Eijck (1999) emphasizes how digital engagement, often learned from younger family members, enhances cultural capital and broadens lifestyle possibilities for adults. Mahroof et al. (2020) stress the disruptive nature of youth-led tech transmission in traditionally hierarchical societies, showing that reverse socialization can invert status roles and reshape intergenerational authority. Likewise, Pandya (2020) demonstrates how grandparents-grandchild dynamics around smartphone learning foster interdependent knowledge systems, benefiting both parties and blurring traditional age-based power dynamics.

The strategies employed to manage the consequences of digital disruption vary according to age and other sociocultural factors, such as gender, level of income or ethnicity, that in previous research (Nimrod, 2017). Finland provides an interesting context for this study, as it makes extensive use of public digital services (European Commission, 2019), and there is a relatively high internet user rate among the oldest age cohorts (Eurostat, 2020). During the decade, the rate of internet access and online purchasing increased continuously in both generations (Lissitsa & Kol, 2016). Age has been proven to be a determining factor in user acceptance of online shopping and consumer intention to shop (Lissitsa & Kol, 2016). Being between a rock and hard place, older people can try to come to terms with digital services either with the help of non-professional 'warm experts' who are 'persons who mediate between the technological universal and the concrete situation, needs and background of the novice user with whom he is in a close personal relationship' (Bakardjieva, 2005) or professional IT support ('cold experts'). Older adults often prefer warm experts over cold experts.

2.4 Reverse Socialization Theory

The concept of reverse socialization, first articulated in the late 20th century, refers to the phenomenon where youth influence and educate their elders, particularly in domains where they possess superior knowledge, such as information and communication technology (ICT), online navigation, and media literacy (Zounek et al., 2022; Tang et al., 2024). This theoretical lens is increasingly employed to understand how digital natives reshape family dynamics and societal roles. In the digital age, children and adolescents often serve as primary mediators of technological change within households. Research has shown that adult children frequently assist parents in adopting digital tools such as smartphones, mobile banking apps, and social media platforms (Sheng et al., 2023). This bottom-up diffusion of digital competencies reflects a shift in family pedagogy, from elder-to-younger learning to youth-led technological empowerment of parents. Tang et al. (2024) describe this process as technology socialization, where adult children act as "digital tutors," reshaping their parents' values, behaviors, and access to information ecosystems. In similar findings, Singh et al. (2020) extend reverse socialization theory to pro-environmental behavior, illustrating how youth shape parental actions, a pattern highly transferable to digital literacy and media consumption in families. A central theme of this study is to interpret how reverse socialization catalyzes parental social mobility.

2.5 Research Gap

The majority of reviewed literature on intergenerational learning tends to adopt a top-down perspective, where information is predominantly shared from parents to children. There is also a notable absence of comprehensive analysis connecting this intergenerational exchange to particular mobility sectors, like education, employment, finance, and e-governance—and how it impacts the attainment of Sustainable Development Goals (SDGs) at the family level. This study tends to explore the gap where the youth is working as a catalyst for their parental social mobility in the digital age in urban cities like Dhaka, where technological access is on the rise, but digital proficiency differs from the household measurement.

3. METHODS

The study followed a mixed method approach. Data was collected using a survey questionnaire with both open ended and close ended questions. Using the Yamane (1967) and Krejcie & Morgan (1970) equations, the study determined the sample size with a 5% statistical sampling error. A total of 400 participants were surveyed and 10 were interviewed selected through purposive sampling making only the youths who are actively helping their parents with digital skills. For this research, various statistical tools were employed to validate the data and ensure its accuracy. The Shapiro–Wilk and Kolmogorov–Smirnov tests indicated that the data were not normally distributed. Subsequently, skewness and kurtosis values were calculated to assess the nature of the distribution. A whisker boxplot, histogram, and Q–Q plot were also used to detect outliers and extreme observations. Finally, missing values in the dataset were identified by coding them as 999 and replacing them with the series mean.

4.DATA ANALYSIS AND FINDINGS

Table 01: Demographic Profile of the respondents

Gender	**Criteria**	**Frequency**	**Percentage (%)**
	Male	200	**50.0%**
	Female	200	**50.0%**
	Total	400	100%
Education Level	**Level**	**Frequency**	**Percentage (%)**
	SSC	14	**3.5%**
	HSC	98	**24.5%**

	Bachelor's Degree	274	**68.5%**
	Master's Degree or higher	14	**3.5%**
	Total	400	100%
Father's Education	**Level**	**Frequency**	**Percentage (%)**
	Below SSC	18	**4.5%**
	SSC	32	**8.0%**
	HSC	58	**14.5%**
	Bachelor's Degree	98	**24.5%**
	Master's Degree or higher	194	**48.5%**
	Total	400	100%
Mother's Education	**Level**	**Frequency**	**Percentage (%)**
	Below SSC	28	**7%**
	SSC	66	**16.5%**
	HSC	60	**15%**
	Bachelor's Degree	100	**25%**
	Master's Degree or higher	146	**36.5%**
	Total	400	100%
Father's Profession	**Types**	**Frequency**	**Percentage (%)**
	Government Services	97	**24.3%**
	Private Services	111	**27.8%**
	Self-employed / Business owner	100	**25%**
	Retired from service	74	**18.5%**
	Migrant Remittence	18	**4.5%**
	Total	400	100%
Mother's Profession	**Types**	**Frequency**	**Percentage (%)**
	Government Service	54	**13.5%**
	Private Service	12	**3%**
	Self-employed / Business owner	9	**2.3%**
	Retired from service	2	**0.5%**
	Housewife	323	**80.8%**
	Total	400	100%
Monthly family income	**Range**	**Frequency**	**Percentage (%)**
	Less than 30,000 BDT	54	**13.5%**
	30,000 - 60,000 BDT	204	**51%**
	60,001 - 90,000 BDT	83	**20.8%**
	More than 90,000 BDT	59	**14.8%**
	Total	400	100%

The demographic profile of this study shows that 50% of respondents identified as male and 50% as female. In terms of education, 3.5% of respondents hold a master's degree, 68.5% of respondents have gained a bachelor's degree, 24.5% attained the Higher Secondary Certificate (HSC), and 3.5% completed up to the Secondary School Certificate (SSC).

In terms of the demographics of parents, 48.5% of fathers have gained a master's degree or higher, 24.5% have completed a bachelor's degree, 14.5% received an HSC, 8% have an SSC, and 4.5% have a minimum of an SSC. Of the mothers, 36.5% have a master's degree or above, 25% have earned a bachelor's degree, 15% have passed their HSC, 16.5% have completed their SSC, and 7% have less education than SSC.

The profession category finds that 24.3% of fathers are employed by the government, 25% are self-employed or owners of businesses, 27.8% serve in the private sector, and 18.5% are retired. A large

percentage of mothers, 80.8% are housewives, while the remaining 3% employed by the private sector, 13.5% serving the government, 2.3% earning for themselves, and 0.5% being retired.

According to the family distribution of earnings analysis, the majority of respondents came from middle-income families, with 51% of households generating between 30,000 and 60,000 BDT per month and 20.8% falling between 60,001 and 90,000 BDT. A lesser portion of the total 13.5% of the population come from lower-income households getting less than 30,000 BDT per month, whereas 14.8% belong to higher-income families making over 90,000 BDT per month. This implies that financially disadvantaged groups are not sufficiently represented.

Table 2: The nature and types of digital knowledge and skills that youth share with their parents

	Types	**Frequency**	**Percentage (%)**
Digital Skill Shared with Parents	Using smartphones and apps	353	17.4%
	Internet browsing	251	12.4%
	Online banking or bKash/Nagad)	221	10.9%
	Social media (e.g., Facebook, WhatsApp)	301	14.8%
	Email and communication tools	133	6.5%
	Government service portals (e.g., e-Tin, vaccine registration)	115	5.7%
	Using YouTube or learning platforms	199	9.8%
	Digital Device Maintenance	182	9%
	Transportation (e-ticketing, Uber, Pathao)	182	9%
	Others (e.g, online shopping, MS Office)	94	4.6%
	Total	400	100%
Helping Strategy	**Strategies**	**Frequency**	**Percentage (%)**
	Explain step by step	276	30.4%
	Do it for them	257	28.3%
	Teach them while doing	312	34.4%
	Through video call / do remote help	62	6.8%
	Total	400	100%
Frequency of Help	Daily	41	10.3%
	Weekly	62	15.5%
	Occasionally	266	66.5%
	Rarely	31	7.8%
	Total	400	100%

The most frequently mentioned digital skills shared, based on responses provided by parents, include smartphones and apps (17.4%), social media platforms (14.8%), and mobile banking apps like bKash or Nagad (10.9%). 4.6% also mentioned online shopping assistance provided to there parents by them. One responded shared,

> *"Ever since my mother has learned to use facebook she is very interested in online shopping, especially kitchen items that aren't much available in my hometown. Though after several incidents of being victim to fraud sellers she now has learned to trust YouTube videos more than Facebook reels. She searches products on YouTube, watches videos of New Market sellers, sends them to me though WhatsApp and then after I verify, she places online orders. Recently she purchased a Miyako Hand Blender and is satisfied with the quality."*

different methods are utilized frequently to assist parents - instructing them while they are carrying out the work is the most often mentioned strategy (34.4%). This is followed by performing the activity for them (28.3%) and providing step-by-step instructions (30.4%), which shows an effective and encouraging approach to youth knowledge transfer. 6.8% also use video calls or remote support. One respondent shared,

"They are like children in this aspect, as they patiently taught us children to live when we had zero idea. It's their time to learn as the world is becoming advanced day by day. It is very helpful if we teach them step by step."

Another described,

"My mother understands better when I teach her by showing her how to do it. After a couple of days she can then upload a picture herself and post reactions and comments too. My father on the other hand is less interested and doesn't want to learn. He simply asks me to send Eid wishes to his colleagues during chand raat."

The table shows the frequency of help among youth and parents, as the majority of respondents (66.5%) mentioned, they receive support occasionally. Also, 15.5% receive help weekly. A smaller percentage said they get assistance rarely (7.8%) or regularly (10.3%). It indicates that the most applicable pattern among the youth and parents is occasional help.

Table 3: Assessment of upward mobility for parents, youth-enabled access to digital tools and platforms influences

	Field	**Percentage (%)**
Shared Digital Knowledge and its Impact	Start or improve a business	5.7%
	Access online resources (online shopping, online training, education)	21.5%
	Connect with wider social/professional networks (Facebook, YouTube)	23.1%
	Financial transactions (pay bills, Bkash/Nagad)	20.6%
	Digital transportation services (e-ticketing, Uber, Pathao, Metro rail)	16.2%
	Engage with government services (TIN, Vaccine registration etc)	12.9%

The table reflects an assessment of upward mobility among parents and youth, with the influence of digital tools or platforms. 23.1% of the respondents mentioned that Facebook and YouTube are utilized for their broader social and professional networks. To access online resources like shopping, training, and education, 21.5% respondents are dependent on digital tools. Meanwhile, 20.6% depend on it for conducting financial transactions (such as paying bills via bKash/Nagad) in their day-to-day life. For transportation, 16.2% of users book from services, including Uber, Pathao, and metro rail, for quick and easy travel. 12.9% take government services (such as TIN and vaccine registration) with the help of shared knowledge. A smaller portion of respondents (5.7%) mentioned using digital access to launch or enhance a business. Overall, the data suggests that the main applications of digital tools are centered around networking, education, transportation, and financial activities, with a small number of individuals using them for business development.

One respondent shared,

"My mother can engage with her old school friends now. She feels really happy as it is possible now. Many of her friends that she is added on Facebook have reconnected after 20-25 years. This gives her a great deal of happiness and helps when she's feeling particularly low."

Another responded and explained,

"My parents can communicate with me and my younger brother and send us money using BKash. It is very helpful. My mother didn't know about online transactions earlier. With the help of digital skills, now she can easily send or receive money from apps like Bkash or Nagad. Moreover, my father use WhatsApp for business purposes."

Another added,

> *"My mother is also learning new skills through YouTube and Facebook, like sewing, cooking, etc. Also, my dad is much more confident in using apps related to education, professional life, transportation, and Finance."*

Table 4: Association between Income Classes and Impact of Knowledge

		Income classes (n %)			
		IC 1	**IC 2**	**IC 3**	**IC 4**
Impact of Knowledge	Start or improve a business	16.1	34.4	23.7	25.8
	Access online resources (online shopping, online training, education)	12.5	52.8	20.2	14.5
	Connect with wider social/professional networks (Facebook, YouTube)	13.8	51.1	20.9	14.3
	Financial transactions (pay bills, bkash/nagad)	12.7	53	20.1	14.2
	Digital transportation services (e-ticketing, Uber, Pathao, Metro rail)	8.7	51.7	22.6	17
	Engage with government services (TIN, Vaccine registration etc)	12.7	51.4	22.6	13.2

On the above table, IC 1 = Less than 30,000 BDT, IC 2 = 30,000 - 60,000 BDT, IC 3 = 60,001 - 90,000 BDT, IC 4 = More than 90,000 BDT. IC 2 and IC 3, Middle-income groups, seem to benefit the most from this knowledge transfer. To start or improve a business, respondents from IC 3 reported (23.7%) using digital knowledge, compared to only 16.1% in IC 1 (below 30,000 BDT), which indicates a strong entrepreneurial impact. Similarly, 52.8% of IC 2 and 20.2% of IC 3 respondents gave a positive impact when it focused on accessing online resources such as shopping, training, or education, while IC 1 showed minimal benefit at just 12.5%. For the establishment of communication through digital media and professional networking, where 51.1% of IC 2 and 20.9% of IC 3 utilized platforms like Facebook or YouTube, meanwhile only 13.8% of IC 1 respondents reported such usage. IC 2 (53%) and IC 3 (20.1%) again state stronger applications compared to IC 1 (12.7%), in terms of financial transactions through mobile banking apps or digital wallets. There is also a peak in IC 2, with 51.7% and 51.4%, when it comes to the use of digital transportation services and access to government e-services like vaccine registration or tax identification respectively. IC 1 finds the lowest levels of digital engagement in using digital tools and knowledge sharing repeatedly, which indicates the persistent barriers faced by lower-income households. This is evident from as a responded shared,

> *"In our low-income households, we struggle to access digital platforms. Because of limited internet connectivity, high costs of devices, and lack of digital literacy. Knowledge transfer remains restricted as our main priorities of livelihood are over investment in digital tools."*

4.1 Assessment of Parental Social Mobility in Digital Age: A Pearson Chi-Square analysis

A Pearson Chi-Square test was used in this analysis to assess the statistical significance of factors influencing parental social mobility in the digital age. It assesses the association between variables such as digital knowledge transfer, access to resources, and social mobility outcomes among parents. The test results aid in determining if patterns of digital assistance provided by youth to parents are significantly associated with improvements in parental social status or not.

Table 5: Assessment of Parental Social Mobility in Digital Age

Component	**P-value**
Device-related support has contributed to improving parents' digital capacities	0.04
Internet browsing support has contributed to improving parents' digital capacities	0.00
Support related to social mediacontributed to parents'social engagement.	0.063
Finance-related help contributed to parents' digital transaction capacities.	0.00

Transportation-related help contributed to parents' ride-sharing capacities.	0.00
Digital help in e-governance areas improved parental access to government services	0.00

1. **Device-related support (p = 0.04, significant):** This demonstrates how assisting parents with basic device management (such as installing apps, changing phone settings, managing storage, and updating software) greatly enhances parents' ability to use technology. With a p-value of 0.04 < 0.05, statistical significance is confirmed. Youth intervention immediately enhances their independence in utilizing digital devices, which parents frequently find difficult.
2. **Internet browsing support (p = 0.00, highly significant):** The ability to use the internet is essential for gaining access to opportunities, services, and information. A very significant effect is indicated by the p-value as well. Children frequently teach their parents how to browse, search, and navigate. Because it gives parents access to government portals, communication platforms, news and information etc this support is revolutionary. It emphasizes that one of the main forces behind parental digital empowerment is youth-enabled browsing assistance.
3. **Support related to social media (p = 0.063, not significant):** The association is statistically insignificant (p > 0.05), despite the fact that parents receive assistance with social media sites like Facebook. This is a result of parents continued superficial and limited participation. On Facebook, they usually add people they know, browse feeds, and sometimes upload images or comments. They seldom ever start new networks or have active chats like young people do. Additionally, they prefer traditional, in-person interaction and are less likely to trust friendships made online. Therefore, parental social engagement is not significantly increased by social media support.
4. **Finance-related help (p = 0.00, highly significant):** One of the most significant areas where youth help is important is digital finance (such as bKash, Nagad, Rocket, and mobile banking). The p-value attests to the significant impact of youth support. More convenience and financial management confidence are gained by parents who learn how to send and receive money, pay bills, and recharge phones online. Given the importance of financial transactions in day-to-day living, this directly supports parental economic mobility and engagement.
5. **Transportation-related help (p = 0.00, highly significant):** Another area that has a big influence is learning how to use ride-sharing apps like Pathao, Uber, and Shohoz. At first, a lot of parents are apprehensive or incapable of using these apps. Youth support increases mobility, decreases dependency, and improves time management by enabling them to independently book rides. This illustrates a useful, visible improvement in parents' independence and flexibility in urban life.
6. **E-governance-related help (p = 0.00, highly significant):** For first-time users, digital portals for government services (such as birth registration, NID rectification, utility bill payment, and tax services) might be complicated. Parents' access to these programs is greatly enhanced by youth guidance. This support lowers bureaucratic hurdles and increases parents' political engagement, as evidenced by the strong significance (p = 0.00). This topic is important because it establishes a clear connection between parents' participation in governance processes and youth digital support.

4.2 Challenges and Limitations

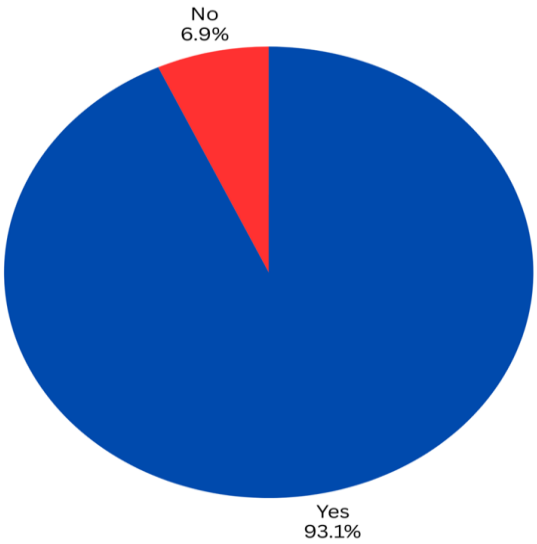

Figure 01: Challenges Faced by Families in Using Digital Tools

Figure 01 shows the responses to the question of whether the individuals or their parents faced difficulty using digital tools. The responses indicate that the majority (93.1%) experienced difficulties using digital tools. Only a smaller portion (6.9%) of the sample responded that they or their parents did not face any challenges in this regard.

Table 6 Challenges faced in intergenerational digital knowledge transfer

Poor internet connection	17.1%
Lack of digital skills	24.5%
Lack of patience	13.7%
Low motivation	4.9%
Language barrier	10.1%
Cost of device/internet	5.6%
Generation gap in understanding	24.0%
Total	**100.0%**

The table reveals significant challenges that create barriers between age groups in digital knowledge transfer. The most concerning barrier was a lack of digital skills (24.5%), which shows that many individuals themselves struggle for upward mobility with the necessary competencies. Another focusing challenge was generation gap in understanding (24.0mobility withcts differences in mindset, adaptability and thinking process between youth and older generations. In addition, poor internet connection (17.1%) is a major obstacle for connecting with digital resources. This also represents infrastructure limitations. Also, lack of patience (13.7%) has turned into a challenge due to frustration or communication gaps. Those who speak in native languages more comfortably, language barrier (10.1%) has limited the accessibility of digital platforms for them. Other challenges that reported less percentage in the cost of devices and internet (5.6%) and low motivation (4.9%), illustrate financial incapabilities and the ignorance in learning digital skills

5. DISCUSSIONS

The introduction of digital knowledge in the home is greatly aided by the young people. According to data youth primarily support their parents by teaching while performing tasks (34.4%), doing it for them (28.3%), and explaining step by step (30.4%). The informal but persistent kind of reverse learning, in which younger family members act as teachers, is demonstrated by this variety of teaching techniques. The procedure isn't always easy, though. When learning is repeated, youth experience weariness and discouragement. According to one respondent, “Even after showing her

how to use bKash five times, my mother forgets the steps and mistakenly does 'mobile recharge' instead of 'send money'. This illustrates the emotional labor youth undertake, especially when helping parents with low digital literacy. In this study, several respondents emphasized their growing responsibility - "My parents won't even try to do anything online unless I'm there to help," said one 21-year-old male participant. Similar patterns were noted in Asian urban contexts by Sheng et al. (2023) and Tang et al. (2024), who noted that young people frequently serve as digital authority figures, enabling access to resources that adults might otherwise avoid.

The most shared skills include - smartphone and app usage (17.4%), social media navigation (14.8%), mobile financial services (10.9%) and access to government portals (5.7%) and e-ticketing (9%). These areas demonstrate how young people assist parents in navigating basic responsibilities like bill payment, transportation booking, and government form access. They also reflect current, everyday digital demands. Emailing and other deeper or more technical digital abilities are less likely to be transmitted, maybe because of their perceived lack of relevance or the technical difficulty of the task. One participant reported, "My father doesn't see the point in email. He only wants help with mobile banking." Such preferences create limitations in the scope of skill transmission. Moreover, a smaller group of parents show resistance to digital change. One respondent shared, "My father still prefers going to the ticket counter instead of using mobile apps. It's a trust issue." This distrust in technology highlights behavioral barriers that digital training alone cannot overcome. As Mahroof et al. (2020) highlight, the quality and scope of digital transfer are shaped by both the youth's capacity and the parent's willingness to adapt.

According to the United Nations (2015), youth may help achieve SDG 10.2's emphasis on social inclusion for all ages and SDG 10.1's goal of income development for the poor by facilitating their parents' use of digital technologies. Nevertheless, not all income levels gain equally from this information transmission. Families with middle-class incomes (IC 2 & IC 3) benefit more regularly from digital effect, according to cross-tabulations between perceived impact and income class. These differences imply that the influence of digital knowledge is moderated by socioeconomic level. Families that have access to better gadgets, reliable internet, and formal education are more equipped to use the skills that their kids have taught them. Low-income households reported the greatest relative improvement following youth intervention, particularly in fundamental digital capabilities, but middle-income groups demonstrated improved results. This highlights the possibility of focused interventions in low-resource households, where, despite structural limitations, youth-led support can spark significant changes. Bohnert (2023) demonstrates how digital outcomes are influenced by parental socioeconomic level (SES). The study highlights how parents frequently feel behind their children's digital skills and that low-SES households have less access to and proficiency with technology, which leads to a weaker transfer of digital literacy between generations.

The most significant barriers identified in the survey include - generational gap (24%), lack of digital skills (24.5%), lack of patience (13.7%), lack of motivation (4.9%), language barriers (10.1%), poor internet connection (17.1%), cost of devices or internet (5.6%). These findings confirm that knowledge transfer is not linear. Even when youth are willing, parental adoption is often impeded by confidence, comprehension, or contextual barriers. The generational gap, in particular, poses cognitive and cultural challenges. As one youth explained, "My dad doesn't want to learn from me. He says he feels 'less capable' when I explain things." Still, youth remain highly motivated - 28.7% said they were frequently asked for help, 26.6% cited responsibility, 11.3% said they enjoyed the teaching process. This intrinsic motivation suggests that familial trust and bonding play a critical role in sustaining intergenerational learning. As Pandya (2020) notes, digital learning in South Asia often starts with familial encouragement.

6. CONCLUSION AND RECOMMENDATION

Youths in Dhaka city are helping their parents learn how to use digital tools like smartphones, social media, and online services. While teaching these skills, they help their parents do things more

easily, such as paying bills online, using government websites, and handling work-related tasks on the computer. This shows that young people are not just learners but also teachers who help their families improve. Moreover, Parents often struggle to learn because of the gap between generations, their limited knowledge about technology, or a lack of motivation. Furthermore, many families lack adequate gadgets and reliable internet connectivity, particularly those with lower incomes. This implies that addressing more significant issues like poverty or social injustice requires more than just educating digital skills. More assistance is required for parents, including improved technological access and motivation to continue their education. The findings unmistakably support the goals of SDG 10.2 (inclusion across age and status) and SDG 10.1 (income growth for the bottom 40%). In situations where formal digital education for adults is missing, youth-facilitated digital engagement provides a means for older generations to overcome social, economic, and informational exclusions.

The study suggests a few recommendations -

For Families and Communities

- Encourage structured digital knowledge sharing between youth and parents through family learning sessions at home.
- Parents should recognize and value the role of their children as digital guides, which can improve communication and mutual respect.

For Education and Youth Development

- Integrate reverse socialization and digital literacy into the curriculum of civic education or ICT courses.

For Policymakers and Government

- Create programs (under ICT Division, DSCC, DNCC) that formally recognize youth as "digital ambassadors" in their families and communities.

However, to maximize its impact, policy and community-level interventions must address infrastructural inequalities and foster supportive environments that sustain reverse learning. When young people are supported in this way, they become powerful forces for positive change, helping families move forward and making society fairer and more connected

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