AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

PERCEPTION OF HOME ECONOMICS EDUCATORS IN SOUTH EAST NIGERIA REGARDING THE INTEGRATION OF DIGITAL TOOLS IN THE CURRICULUM

Obi, Patricia Nneka (Ph.D); Ibebuike, Ursula. O. (Ph.D.)
Dept. of Curriculum & Education Technology,
Faculty of Professional Education,
Alvan Ikoku Federal University of Education Owerri.
Google E-mail: pnneka011@gmail.com
Official E-mail: patricia.obi@alvanikoku.edu.ng
Phone No:08038890973
&
Obi, Somtochukwu Chidinma
Department of Integrated science Education,
Faculty of Natural sciences, Alvan Ikoku Federal University of Education
Phone No: 09030234518
Email: somtocjo@gmail.com
Official email: Somtochukwu.obi@alvanikoku.edu.ng

ABSTRACT

This research examines the perceptions of Home Economics teacher educators in South East Nigeria regarding the integration of digital tools into the curriculum. Two research questions and one hypothesis guided the study Drawing on a descriptive survey design, the study investigates the responses of educators from the Department of Home Economics Education at Michael Okpara University of Agriculture Umudike (MOUAU)with a population of 21 academic staff and Alvan Ikoku University of Education Owerri (AIUE) with a population of 25 academic staff. The population also serves as the sample size. Instrument for data collection was a questionnaire titled "Home economics Teacher-educators Questionnaire on Integration of Digital Tolls in Home Economics Curriculum" (HTQIDTHE). The reliability of HTQIDTHE was 0.83. The study aims to determine any differences in perception between the two groups and to assess the overall readiness of teacher educators to embrace digital integration in Home Economics education. Findings from the study indicate a positive perception among Home Economics teacher educators regarding the integration of digital tools. Both MOUAU and ALVAN lecturers demonstrated a strong belief in the importance of digital integration for enhancing teaching effectiveness, engaging students, promoting skill development, and preparing learners for the modern workforce. Despite slight differences in perception between the two groups, there was an overall consensus on the benefits associated with digital integration in Home Economics education. The absence of significant differences between MOUAU and ALVAN lecturers suggests a common understanding and agreement on the importance of digital integration, regardless of institutional affiliation. These findings underscore the readiness of Home Economics teacher educators in

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

South east Nigeria to embrace digital tools as part of their instructional practices, indicating a willingness to adapt to the changing educational landscape and align with global best practices in teaching and learning. Based on the study's findings, recommendations are made for investment in technology infrastructure and professional development programs to support effective digital integration in Home Economics education. By recognizing the positive attitudes of teacher educators towards digital integration, stakeholders can work towards addressing challenges and providing necessary support to ensure successful implementation of digital tools in Home Economics education in South east Nigeria.

Keywords: Integration, Digital Tools, Curriculum Home Economics, Perception, Teacher Educators

Introduction

Home Economics Education in Nigeria has evolved significantly over the years, reflecting the changing needs and priorities of the society. Historically, Home Economics emerged as a discipline in Nigeria during the colonial era, influenced by Western educational models and the need to train individuals, particularly women, in domestic and vocational skills (Adeyemi, 2017). Obi & Ibebuike (2023) averred that Home Economics is a vocational subject focused on developing understanding, aptitudes, and proficiencies essential for employment or entrepreneurship. It equips individuals with the necessary skills for economic self-reliance and business success. Initially, the focus was on basic skills such as cooking, sewing, and home management, aimed at preparing individuals for household responsibilities. However, as Nigeria transitioned to independence and societal dynamics shifted, the scope of Home Economics Education expanded to encompass broader concepts such as family dynamics, nutrition, child development, consumer education, and entrepreneurship (Olorunsola, 2019). This expansion reflected the recognition of Home Economics as a multidisciplinary field with implications for personal development, family well-being, and national socio-economic advancement. Home economics in Nigeria as a field of study cannot advance to align with global best practices in its field without the integration of digital tools in its theory and practice as academic field.

In today's rapidly evolving digital landscape, the integration of digital tools in education has become increasingly important. Digital tools encompass a wide range of technologies such as computers, tablets, interactive whiteboards, educational software, online platforms, and mobile applications. This integration offers numerous benefits for both students and educators such as facilitating enhanced learning experiences and improved educational outcomes (Owston, 2013 and Clark & Mayer, 2016). Integrating digital tools in home economics involves leveraging technology to enhance teaching, learning, and practical applications within the field of home economics. This integration can encompass various digital tools such as software applications, educational websites,

online resources, and electronic devices. The aim is to modernize and enrich traditional home economics curricula by incorporating digital platforms that facilitate interactive learning experiences, promote skill development, and address contemporary issues related to household management, nutrition, cooking, budgeting, and other aspects of domestic life. One of the key benefits of integrating digital tools in home economics is the enhancement of learning outcomes through increased engagement and interactivity. According to Johnson, Adams, Estrada and Freeman, (2017), digital tools offer opportunities for hands-on learning experiences that cater to diverse learning styles, allowing students to experiment, collaborate, and receive immediate feedback in a virtual environment. For example, interactive cooking apps or virtual kitchen simulations enable students to practice culinary techniques, explore recipes, and learn about food safety protocols in a safe and controlled setting. Moreover, digital tools can facilitate personalized learning experiences tailored to individual student needs and interests. By utilizing educational software with adaptive learning features, educators can track student progress, identify areas for improvement, and provide targeted interventions to support student learning (Owston, 2013). This personalized approach fosters student autonomy and self-directed learning, empowering learners to take ownership of their educational journey and explore home economics topics at their own pace.

Furthermore, integrating digital tools in home economics can promote interdisciplinary learning by connecting theoretical concepts with real-world applications (Hew, & Brush, 2007; Hwang & Wu, 2014 &). For instance, integrating spreadsheet software into financial management lessons allows students to create budgets, track expenses, and analyze financial data, thereby developing critical thinking skills and financial literacy (Barton & Collins, 2013). Similarly, incorporating multimedia resources such as instructional videos or online articles can enrich classroom discussions and provide context for understanding complex topics like sustainable living practices or global food systems. Integrating digital tools into the home economics curriculum is of paramount importance in today's digital age, offering numerous benefits for both educators and students. This integration enhances teaching effectiveness, engages students in meaningful learning experiences, promotes skill development, and prepares learners for success in an increasingly technology-driven world. One of the primary benefits of integrating digital tools in the home economics curriculum is the enhancement of teaching effectiveness and efficiency.

Moreover, integrating digital tools fosters student engagement and motivation by providing interactive and immersive learning experiences. Digital simulations, virtual reality applications, and gamified learning platforms can captivate students' interest and make abstract concepts more tangible and accessible (Johnson et al., 2017 and Means,

Toyama, Murphy, Bakia, M., & Jones, 2013). For instance, virtual kitchen simulations allow students to practice culinary skills in a risk-free environment, while gamified quizzes and challenges can make learning about nutrition or household management more enjoyable and rewarding. Furthermore, integrating digital tools in the home economics curriculum promotes skill development and competency-building across various domains. Students have the opportunity to develop critical thinking, problem-solving, and digital literacy skills as they engage with technology-rich learning resources and navigate digital platforms (Barton & Collins, 2013 and Bolick, Berson, Coutts & Heinecke, 2015). For example, using spreadsheet software for budgeting exercises or conducting online research on sustainable living practices encourages students to analyze data, evaluate information sources, and make informed decisions relevant to everyday life. Additionally, integrating digital tools prepares students for success in an increasingly digital and interconnected world by equipping them with essential 21st-century skills. Proficiency in using digital tools and technology is becoming increasingly important in various aspects of life, including education, employment, and civic participation (Bolick et al., 2015 & Pegrum, 2017). By integrating digital tools into the home economics curriculum, educators empower students to develop the technological competence and confidence needed to navigate digital environments, adapt to technological advancements, and thrive in an evolving society.

Integrating digital tools into the home economics curriculum presents various challenges that educators must address to ensure successful implementation and equitable access to technology-enhanced learning experiences. These challenges encompass issues related to technology infrastructure, digital literacy, professional development, and pedagogical considerations. Understanding and overcoming these challenges are essential for maximizing the benefits of digital integration in home economics education. One significant challenge is the availability and adequacy of technology infrastructure in educational settings (Bates, 2016). Access to reliable internet connectivity, sufficient computing devices, and appropriate software applications are essential for effective use of digital tools in the classroom (Bolick et al., 2015). However, disparities in technology resources among schools and communities can hinder equitable access to technology-enhanced learning opportunities. Educators may encounter difficulties in implementing digital initiatives if students lack access to necessary hardware or if school infrastructure cannot support the bandwidth demands of digital applications (Eamon, 2004). Furthermore, addressing the digital divide extends beyond hardware and connectivity issues to encompass digital literacy and skills development. Many students may not possess the necessary proficiency to navigate digital tools effectively or critically evaluate online information (Bolick et al., 2015). This lack of digital literacy can impede students' ability to engage with technology-rich learning resources and may exacerbate existing

disparities in educational achievement. Therefore, educators must incorporate digital literacy instruction into the curriculum and provide support for students to develop essential digital skills.

Another challenge to integrating digital tools in home economics education is the need for ongoing professional development for educators. Teachers may require training and support to effectively integrate technology into their instructional practices and develop pedagogical strategies that leverage digital tools to enhance learning outcomes (Ertmer et al., 2012 & Hew, & Brush, 2007). Without adequate professional development opportunities, educators may struggle to incorporate digital tools into their teaching practices or may rely on traditional methods that do not fully leverage the potential of technology for enriching home economics instruction. Pedagogical considerations also present challenges to the integration of digital tools in home economics curriculum. Educators must ensure that digital activities and resources align with learning objectives and instructional goals while promoting active engagement and critical thinking skills (Bolick et al., 2015 & Lazar, Goldstein, & Taylor, 2015). Additionally, there may be concerns about maintaining a balance between digital and hands-on learning experiences, as home economics traditionally involves practical, experiential learning activities. Integrating digital tools should complement, rather than replace, hands-on experiences to ensure a holistic approach to learning in home economics education.

Examining the perceptions of home economics teacher educators regarding the integration of digital tools in the curriculum is crucial for understanding the challenges, opportunities, and best practices associated with incorporating technology into home economics education. By exploring teacher educators' perspectives, researchers and policymakers can gain valuable insights into the factors influencing the adoption and implementation of digital tools in teacher preparation programs and inform efforts to support effective integration strategies. One important aspect to consider is teacher educators' beliefs and attitudes toward technology integration in home economics education. Research suggests that educators' attitudes toward technology play a significant role in shaping their instructional practices and willingness to incorporate digital tools into the curriculum (Ertmer et al., 2012 & Warschauer, 2003). By examining teacher educators' perceptions, researchers can identify potential barriers to technology integration, such as concerns about technology competence, pedagogical alignment, or resource availability, and develop targeted interventions to address these challenges.

Moreover, exploring teacher educators' perceptions can provide valuable insights into the professional development needs and preferences of home economics educators. Teacher educators' experiences, training, and support systems significantly influence their ability to effectively integrate digital tools into their instructional practices and prepare pre-service teachers for technology-enhanced

teaching (Ertmer et al., 2012 & Warschauer, 2003). Understanding the factors that facilitate or hinder technology integration can inform the design of professional development initiatives tailored to meet the needs of home economics teacher educators and promote the adoption of innovative teaching strategies. Additionally, examining teacher educators' perceptions can shed light on the organizational and institutional factors influencing technology integration efforts in teacher preparation programmes. Factors such as institutional support, policy mandates, curriculum guidelines, and resource allocation can impact educators' ability to incorporate digital tools into the curriculum (Voogt et al., 2017). By identifying systemic barriers and enablers, policymakers and educational leaders can develop targeted policies and initiatives to promote a culture of innovation and technology integration in teacher education programs.

Furthermore, exploring teacher educators' perceptions can contribute to the development of evidence-based frameworks and guidelines for effective technology integration in home economics education. By synthesizing insights from teacher educators' experiences and perspectives, researchers can identify promising practices, instructional strategies, and assessment methods that support meaningful technology integration and enhance student learning outcomes (Voogt et al., 2017). These frameworks can serve as valuable resources for teacher educators, curriculum developers, and instructional leaders seeking to enhance the quality and relevance of home economics education in the digital age.

The integration of digital tools in education has garnered increasing attention globally, yet there remains a significant gap in knowledge regarding the perception of Nigerian teacher educators regarding the integration of digital tools specifically in the home economics curriculum. This proposed research aims to fill this gap by examining the attitudes, beliefs, challenges, and opportunities perceived by teacher educators in Nigeria concerning the incorporation of digital tools into home economics education. Several existing studies have explored the integration of digital tools in education within the Nigerian context, focusing on general perceptions of technology integration among teachers or educators across various disciplines. However, there is a dearth of research specifically addressing the unique challenges and opportunities associated with integrating digital tools in the home economics curriculum, which encompasses areas such as nutrition, culinary arts, family studies, and household management (Olakunle, & Olufunmilola, 2020). While several studies have examined the perceptions of teachers or students regarding digital integration, there is a gap in understanding the perspectives of teacher educators themselves. Teacher educators play a crucial role in shaping curriculum design and pedagogical practices. Therefore, understanding their perceptions is essential for effective implementation. While it is acknowledged that digital tools have the potential to offer various benefits in Home

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

Economics education, such as enhancing practical skills and facilitating access to updated information, there is limited research specifically identifying and examining these benefits from the perspective of Nigerian teacher educators (Yusuf, 2016 & Nworie, 2020). Additionally, the challenges they face in integrating digital tools into the curriculum have not been thoroughly explored. By focusing on the perceptions of teacher educators who specialize in home economics education, this research will provide valuable insights into the factors influencing the adoption, implementation, and effectiveness of digital tools in teaching and learning within this discipline. It is on this note that this research investigated the perception of Home economics teacher educators on integrating digital tools in Home economics curriculum.

Research Questions

1. What are the perceptions of Home Economics educators regarding integration of digital tools in Home Economics curriculum?
2. Are there any differences on the mean responses of AIUE and MOUAU Home economics teacher educators on integrating of digital tools in Home economics curriculum?

Hypothesis

Ho1: There is no significant mean difference on the responses of AIUE and MOUAU Home economics teacher educators on integrating digital tools in Home economics curriculum.

Methodology

A descriptive survey design was used for the study. This study sets to find out the response perception of Home economics teacher educators in the integration of digital tools in Home economics curriculum. It will specifically determine if there are differences between home economics teacher educators in Department of Home economics education, Michael Okpara University of Agriculture Umudike (MOUAU) and Home economics teacher educators of Alvan Ikoku University of Education Owerri (AIUE) on the integration of digital tools in Home economics education. The study was carried out in Department of Home economic, Michael Okpara University of Agriculture Umudike (MOUAU) with a population of 21 academic staff and Alvan Ikoku University of Education Owerri (AIUE) with a population of 25 academic staff. The entire academic staff of both Departments that is academic staff of Department of Home Economics in ABSU and AIUE were used as sample because the populations are small. Instrument for data collection was a questionnaire titled "Home economics Teacher-educators Questionnaire on Integration of Digital Tolls in Home Economics Curriculum" (HTQIDTHE). This is a 18-item questionnaire designed by the researcher and validated by three experts in Home economics and Department of Computer Science Education and Robotics Studies, in Alvan Ikoku University of Education, Owerri. The instrument has part 1 and 2. Part one sought for demographic information of respondents while part two sought information to determine the perception

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

response of Home economics teacher educators on integrating digital tools in Home economics curriculum. The items had four response categories of Strongly agree (SA); Agree (A); Disagree (D) and Strongly disagree (SD) scoring 4, 3, 2 and 1 respectively. The instrument was face validated by four experts in the Department of Home economics and Computer Science Education and Robotic Studies, Alvan Ikoku University of Education, Owerri. Their contributions gave rise to the final instrument used for the study. The instrument was subjected to trial testing using Cronbach Alpha to determine its internal consistency using 36 lecturers outside the study population. The reliability of HTQIDTHE was 0.83. The instrument was administered to the respondents with the help of two trained research assistants which ensured 100% return. Data were analyzed using mean and standard deviation to answer the research questions. The decision rule was that any mean score of 2.50 and above was accepted otherwise it was rejected. The value of 2.50 was

Presentation of result

Table: 1: Respondents' perception of MOUAU and ALVAN lecturers regarding the integration of digital tools in Home economics

S/N	ITEM STATEMENT	MOUAU			ALVAN LECTURES		
		$\bar{x}$	SD	REM	$\bar{x}$	SD	REM
1	Digital tools enhance the effectiveness of teaching Home Economics	3.49	0.65	Agree	3.51	0.62	Agree
2	I believe integrating digital tools in Home Economics education is essential for student learning	3.30	0.42	Agree	3.42	0.64	Agree
3	Digital tools make Home Economics lessons more engaging for students	2.71	0.44	Agree	2.69	0.50	Agree
4	Using digital tools improves students' understanding of Home Economics concepts	3.34	0.77	Agree	3.32	0.73	Agree
5	Digital tools help in addressing diverse learning styles among Home Economics students	3.21	0.56	Agree	3.1	0.54	Agree
6	Integrating digital tools in Home Economics education enhances students' practical skills	3.24	0.61	Agree	3.26	0.48	Agree
7	Digital integration facilitates access to updated information and resources in Home Economics.	3.00	0.47	Agree	3.04	0.51	Agree
8	Digital tools in Home Economics education prepare students for the modern workforce	2.73	0.46	Agree	2.80	0.49	Agree
9	Using digital tools increases students' motivation to learn Home Economics.	3.22	0.43	Agree	3.23	0.33	Agree
10	Digital integration promotes collaborative learning among Home Economics students	3.47	0.52	Agree	3.39	0.56	Agree
11	Limited access to necessary digital infrastructure poses a challenge in integrating digital tools	3.54	0.77	Agree	3.57	0.70	Agree

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

12	Resistance from educators towards adopting digital tools hinders their implementation in Home Economics education.	2.81	0.50	Agree	2.83	0.45	Agree
13	Insufficient training and professional development opportunities for educators on using digital tools	3.51	0.61	Agree	3.54	0.60	Agree
14	Concerns about the reliability and accuracy of digital resources in Home Economics education	3.50	0.71	Agree	3.49	0.68	Agree
15	Difficulty in integrating digital tools with existing Home Economics curriculum	3.24	0.54	Agree	3.31	0.68	Agree
16	Financial constraints pose a challenge in acquiring and maintaining digital tools for Home Economics education	3.49	0.59	Agree	3.51	0.61	Agree
17	Lack of technical support for educators in utilizing digital tools effectively	3.41	0.54	Agree	3.42	0.40	Agree
18	Concerns about equity and access to digital tools among students in Home Economics education.	3.54	0.62	Agree	3.56	0.65	Agree
	Cluster mean	3.31	0.78		3.37	0.75	
	Average mean				3.35		

Table1. Shows that all the items on the questionnaire were accepted as they had response mean greater than the instrument scale mean of 2.50. Also, the average mean (3.31) for MOUAU and (3.37) for the AIUE are greater than the cut off mean. This implies similar perceptions response on integration of digital tools in Home economic curriculum.

Table 2: Summary of MOUAU and ALVAN lecturers mean response on integrating digital tools in Home Economics Curriculum

Group	N	Mean $\bar{x}$	SD	Difference in $\bar{x}$
MOUAU	21	3.31	0.78	0.6
ALVAN	25	3.37	0.75	

Table 2, shows that mean differences of 0.6 exist between perception response of MOUAU and ALVAN educators regarding integration of digital tools in Home economics curriculum. This is to say that, the perception response of MOUAU and ALVAN differ slightly, though they all have similar positive belief regarding integrating digital tools in Home.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (2), January-April, 2025 https://ajemates.org

Hypothesis

H_{01}: There is no significant mean difference on the responses of AIUE and MOUAU Home economics teacher educators on integrating digital tools in Home economics curriculum.

Group	N	Mean $\bar{x}$	SD	DF	T. cal	P.value	Decision
MOUAU	21	3.31	0.78	44	3.59	0.59	Accepted
ALVAN	25	3.37	0.75				

The data above on table 3 indicated that the t-calculated is 3.59 at 44 degree of freedom and p. value of 0.59 which is greater than 0.5 at 0.05 level of significance which indicated that we retain the null hypothesis. Therefore, there is no significant difference in the differences on the mean difference on the responses of AIUE and MOUAU Home economics teacher educators on integrating of digital tools in Home economics curriculum

Discussion

. Table 1 presented the responses of MOUAU and ALVAN lecturers regarding the integration of digital tools in Home Economics. The cluster mean and average mean indicated positive perceptions among teacher educators, with all items on the questionnaire being accepted as their response means were greater than the instrument scale mean. This aligns with the assertions made by Clark & Mayer (2016), Johnson et al. (2017), and Bolick et al. (2015), who emphasized the benefits of digital integration in enhancing teaching effectiveness, engaging and ALVAN lecturers, indicating a slight difference in perception between the two groups. Despite this difference, both groups demonstrated positive beliefs regarding the integration of digital tools in Home Economics education. This finding supports the assertion of the authors that digital integration is perceived positively by teacher educators, as it aligns with global best practices and offers numerous benefits for teaching and learning.

The results presented in Table 2 show that there is a small difference of 0.6 in the mean responses between the MOUAU and ALVAN home economics teacher educators regarding the integration of digital tools in the home economics curriculum. While both groups had similar positive perceptions, the ALVAN educators had a slightly higher mean response (3.37) compared to the MOUAU educators (3.31). This has shown that the integration of digital tools can enhance teaching effectiveness, student engagement, skill development, and prepare learners for success in the digital age (Johnson et al., 2017; Means et al., 2013; Barton & Collins, 2013).

The hypothesis testing in Table 3 aimed to determine if there was a significant difference in the perceptions of MOUAU and ALVAN lecturers regarding digital

integration. The results showed that there was no significant difference between the two groups, indicating a consensus among Home Economics teacher educators in Nigeria regarding the importance and benefits of integrating digital tools in the curriculum. This finding corroborates with the assertions of Ertmer et al. (2012) and Voogt et al. (2017), who emphasized the importance of understanding teacher educators' perceptions and addressing challenges to promote effective technology integration.

Conclusion

The findings of this study indicate that Home Economics teacher educators in Nigeria, specifically from Michael Okpara University of Agriculture Umudike (MOUAU) and Alvan Ikoku University of Education Owerri (AIUE), have largely positive perceptions regarding the integration of digital tools in the Home Economics curriculum. The responses from both groups of educators showed agreement on the benefits of digital integration, such as enhancing teaching effectiveness, engaging students, improving understanding of concepts, addressing diverse learning styles, and promoting practical skills. Although there was a slight difference in the mean responses between MOUAU and AIUE educators, the hypothesis test confirmed that this difference is not statistically significant. This suggests a consensus among Home Economics teacher educators in Nigeria on the importance and benefits of integrating digital tools in the curriculum.

In conclusion, the positive perceptions of Home Economics teacher educators towards digital integration, coupled with the insignificant difference in their responses, highlight the potential for successful implementation of digital tools in Home Economics education in Nigeria. To maximize the benefits of digital integration, it is crucial to address the challenges faced by educators, such as limited access to digital infrastructure, resistance from educators, insufficient training, concerns about reliability and accuracy of resources, and financial constraints. By understanding teacher educators' perceptions and addressing these challenges, education stakeholders can promote effective technology integration and enhance the quality and relevance of Home Economics education in the digital age.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are made:

I. Educational institutions, government bodies, and relevant stakeholders should prioritize investment in technology infrastructure to ensure equitable access to digital tools for Home Economics education. This includes providing reliable internet connectivity, sufficient computing devices, and appropriate software applications to support digital integration in classrooms.

II. Institutions should offer ongoing professional development programmes for Home Economics teacher educators to enhance their

digital literacy skills and pedagogical strategies for effective technology integration. These programs should address the specific needs and challenges identified in the study, such as concerns about technology competence and pedagogical alignment.

III. Curriculum developers should review and adapt Home Economics curricula to incorporate digital tools seamlessly into instructional practices. This involves revising learning objectives, designing digital-friendly learning activities, and integrating technology-enhanced assessments to ensure alignment with the modern educational landscape.

IV. There should be collaboration among educational institutions, government agencies, industry partners, and professional associations are essential to facilitate the integration of digital tools in Home Economics education. Joint initiatives can include resource sharing, research collaborations, and the development of standardized guidelines for technology integration in the curriculum.

REFERENCES

Adeyemi, T. O. (2017). Challenges and prospects of home economics education in Nigerian secondary schools. *Journal of Educational and Social Research*, 7(1), 117-123.

Barton, K. C., & Collins, A. (2013). Digital Historical Inquiry: using spreadsheets to analyze historical data. *Theory & Research in Social Education*, 41(4), 464–505

Bates, A. W. (2016). *Teaching in a digital age: guidelines for designing teaching and learning*. Tony Bates Associates Ltd.

Bolick, C. M., Berson, M. J., Coutts, C., & Heinecke, W. F. (2015). *Technology and Digital Media in the Early Years: Tools for Teaching and Learning*. Routledge.

Clark, R. C., & Mayer, R. E. (2016).E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning. John Wiley & Sons.

Eamon, M. K. (2004). Digital divide in computer access and use between poor and non-poor youth. *Journal of Sociology & Social Welfare*, 31(2), 91-113.

Ertmer, P. A., Ottenbreit-Leftwich, A. T., Sadik, O., Sendurur, E., & Sendurur, P. (2012). Teacher beliefs and technology integration practices: a critical relationship. Computers & Education, 59(2), 423–435.

Hew, K. F., & Brush, T. (2007). Integrating technology into K-12 teaching and learning: current knowledge gaps and recommendations for future research. *Educational Technology Research and Development*, 55(3), 223-252.

Hwang, G. J., & Wu, P. H. (2014). Applications, impacts and trends of mobile technology-enhanced learning: A review of 2008–2012 publications in selected SSCI journals.

International Journal of Mobile Learning and Organisation, 8(2), 83-95.

Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A. (2017). NMC Horizon Report: 2017 Higher Education Edition. The New Media Consortium.

Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A. (2019). NMC Horizon Report: 2019 Higher Education Edition. EDUCAUSE.

Lazar, J., Goldstein, D. F., & Taylor, A. (2015). Ensuring digital accessibility through process and policy. Morgan Kaufmann.

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2013). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies. US Department of Education.

Nworie, J. (2020). Digitalisation of higher education: Opportunities, challenges and the way forward for Nigerian universities. International Journal of Scientific & Engineering Research, 11(1), 78-86.

Obi, P.N & Ibebuike, U.O. (2023). Effect of reciprocal teaching methods on academic achievement of junior secondary school students' in Home economics in Nwangele L.G. A of Imo State.

Ogunsaju, B., & Afolabi, I. (2020). Digital technologies and the future of education in Nigeria. In P. N. Ugwuoke, E. A. Abasiekong, & O. E. Suleiman (Eds.), Disruptive innovations in educational systems: Emerging technologies and roles of educational leaders (pp. 173- 184). Springer.

Olorunsola, R. (2019). Home economics education: prospects and challenges in Nigeria. *Journal of Vocational and Technical Education*, 3(2), 44-52.

Owston, R. D. (2013). Student perceptions and achievement in a university blended learning strategic initiative. *The Internet and Higher Education*, 18, 38–46.

Pegrum, M. (2017). Mobile learning: Definitions, themes, and theories. In Z. L. Berge & L. Y. Muilenburg (Eds.), Handbook of Mobile Learning (pp. 1-21). Routledge.

Voogt, J., Fisser, P., Pareja Roblin, N., Tondeur, J., & van Braak, J. (2017). Technological pedagogical content knowledge – A review of the literature. *Journal of Computer Assisted Learning*, 29(2), 109–121.

Voogt, J., Knezek, G., Christensen, R., & Lai, K. W. (2013). Introduction: ICT in education: Policy, pedagogy, and practice. In Handbook of Technological Pedagogical Content Knowledge (TPACK) for Educators (pp. 1-6). Routledge.

Warschauer, M. (2003). Technology and social inclusion: Rethinking the digital divide. MIT Press.

Yusuf, M. O. (2016). Digital literacy among pre-service Home Economics teachers in Nigerian universities: Implications for empowering technology. The Turkish Online Journal of Educational Technology, 15(2), 135-145