UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.18 (3);
July-December, 2024 https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

EMBEDDING DIGITAL LITERACY AND ENTREPRENEURSHIP IN NIGERIAN HOME ECONOMICS EDUCATION

Obi, Patricia Nneka (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

ABSTRACT

The integration of digital literacy and entrepreneurship into Nigerian Home Economics education is essential for equipping students with 21st-century skills. This study examines the current state of integration, challenges, and opportunities in embedding these competencies within the curriculum. A mixed-methods approach was employed, utilizing survey responses from educators, curriculum developers, and policymakers to assess familiarity, curriculum integration levels, and perceived benefits. Findings indicate that only 10% of respondents reported full integration of digital literacy, while 60% stated it was not integrated at all. Similarly, 50% of respondents reported little to no emphasis on entrepreneurship education, despite its role in fostering economic empowerment and self-reliance. Key barriers identified include lack of teacher training, infrastructural deficits, and outdated curricula, while opportunities exist in curriculum reform, blended learning, and public-private partnerships. The study proposes structured models for integration, including blended learning approaches, project-based learning, and professional development programs for educators. Policy recommendations include national curriculum revision, increased funding for educational technology, and teacher training initiatives. This study contributes to academic discourse by bridging the gap between traditional Home Economics education and modern economic demands, emphasizing the need for technology-driven and business-oriented learning. Addressing the identified challenges will enable Home Economics education in Nigeria to evolve into a future-ready discipline that prepares students for digital entrepreneurship, financial independence, and economic sustainability.

Keywords: Digital Literacy, Entrepreneurship Education, Home Economics, Nigerian Education, Curriculum Reform, Vocational Training

Introduction

Home Economics education in Nigeria has long served as a cornerstone for equipping students with practical life skills and a foundation in family management, nutrition, and consumer sciences. Traditionally, this discipline was introduced primarily to empower young women with essential domestic skills, aiming to improve household management and overall family welfare

(Adedayo, 2018). Over the decades, however, Home Economics has undergone significant curricular transformations to reflect broader societal changes and economic demands. Originally focused on imparting skills related to food, clothing, and housing management, the subject has expanded its scope to include topics such as budgeting, health education, and entrepreneurial principles. This evolution underscores a paradigm shift from a narrow view of domestic sciences toward a more holistic educational approach that prepares students for the multifaceted challenges of modern life (Ogunleye, 2020). The historical underpinnings of Home Economics in Nigeria are deeply rooted in the country's colonial past, during which the subject was introduced as a means of social upliftment and cultural preservation. Early curricula emphasized skills that were considered essential for maintaining household stability and promoting social values. However, as Nigeria's socio-economic landscape evolved, the limitations of a purely traditional approach became apparent.

The advent of globalization, rapid urbanization, and changing family structures necessitated a broader educational framework that could address contemporary issues such as financial management, digital engagement, and entrepreneurial innovation (Eze, 2019). As a result, modern Home Economics curricula have increasingly integrated topics that promote self-reliance and economic empowerment, aligning with national strategies aimed at reducing unemployment and fostering sustainable development. In the context of the 21st century, digital literacy and entrepreneurship have emerged as critical competencies for personal and professional success. Digital literacy—the ability to access, manage, evaluate, and create information using digital technologies—has become indispensable in a world where technology permeates every aspect of life (Van Deursen & van Dijk, 2019). This competency extends beyond basic computer skills to include understanding online safety, data privacy, and the effective use of digital platforms for communication and business.

In Nigeria, where digital access has historically been uneven, there is an urgent need to bridge the digital divide by embedding digital literacy within the school curriculum. Such an initiative would not only empower students to navigate the increasingly digital world but also prepare them to leverage technology in innovative ways (Nigerian Federal Ministry of Education, 2018). Parallel to the rise of digital literacy is the growing recognition of entrepreneurship as a pivotal driver of economic growth. With youth unemployment remaining a pressing issue in Nigeria, fostering an entrepreneurial mindset among students is seen as a viable strategy for economic empowerment and job creation (Eze et al., 2019). Entrepreneurship education encourages critical thinking, problem-solving, and creativity—skills that are essential for navigating a rapidly changing economic environment. By teaching students how to identify opportunities, develop viable business plans, and manage financial risks, Home Economics can transform into a platform for nurturing future entrepreneurs. This is particularly important in Nigeria, where

small-scale enterprises and informal economic activities play a significant role in national development (Adewale, 2020). The integration of digital literacy with entrepreneurship within the framework of Home Economics is both timely and transformative.

Digital tools and platforms have revolutionized traditional business models, enabling even small-scale ventures to reach global markets and adopt innovative practices. By equipping students with the ability to utilize digital resources effectively, educators can foster a generation of entrepreneurs who are not only technically proficient but also adept at harnessing technology to drive business success. This dual focus on digital skills and entrepreneurial acumen can create a synergistic effect, enhancing students' readiness to participate in and contribute to a dynamic, technology-driven economy (World Bank, 2020). Furthermore, embedding these competencies into Home Economics can help address broader developmental challenges. Digital literacy and entrepreneurship are critical in promoting financial independence, social inclusion, and economic resilience—attributes that are essential for navigating the uncertainties of the modern world.

As Nigeria continues to modernize its educational policies, the convergence of these domains within the Home Economics curriculum represents a strategic response to both local needs and global trends. It offers a pathway for students to develop versatile skill sets that are directly applicable to contemporary life and work, thereby fostering a more adaptable and innovative workforce (Selwyn, 2016). The evolution of Home Economics education in Nigeria reflects a broader commitment to preparing students for the complexities of the 21st century. By integrating digital literacy and entrepreneurship into the curriculum, educators can transform traditional domestic sciences into a dynamic discipline that addresses both individual and societal needs. This approach not only enhances the relevance of Home Economics but also supports national objectives for economic empowerment and technological advancement. As Nigeria seeks to build a resilient and forward-looking economy, embedding these competencies within the educational system is a critical step toward ensuring that future generations are equipped to thrive in an increasingly digital and entrepreneurial world (Nigerian Federal Ministry of Education, 2018; World Bank, 2020).

Problem Statement

Despite the increasing importance of digital literacy and entrepreneurship in the modern economy, current Home Economics curricula in Nigeria remain predominantly focused on traditional domestic skills. This narrow emphasis has created a significant gap in the integration of digital skills and entrepreneurial competencies essential for today's workforce. Nigerian educators face substantial challenges in adapting to rapid technological advancements due to inadequate training, insufficient access to modern teaching resources, and limited institutional support. Consequently, the curriculum fails to equip students with the necessary skills to navigate a digitalized and

entrepreneurial environment, thereby limiting their opportunities for economic empowerment and innovation. Addressing these gaps is crucial for transforming Home Economics into a dynamic discipline that fosters critical digital and entrepreneurial proficiencies, ensuring that Nigerian learners are prepared to meet the challenges of the 21st century and contribute effectively to a rapidly evolving global economy.

Rationale for Integration

Integrating digital literacy and entrepreneurship into Nigerian Home Economics education empowers students by providing essential skills for modern society (Nigerian Federal Ministry of Education, 2018). Embedding digital literacy fosters adaptability and problem-solving, while entrepreneurial training nurtures innovation and critical thinking (Eze, 2019). This approach aligns with national development goals by promoting economic empowerment and job creation. It also mirrors global trends emphasizing technology-driven learning and entrepreneurial competencies, ensuring students meet 21st-century challenges. By enhancing digital fluency and entrepreneurial acumen, the curriculum supports sustainable economic growth and national development. This approach transforms futures. Ultimately, students gain competitive advantages in today's world.

Literature Review

Home Economics Education in Nigeria

Home Economics education in Nigeria has its roots in colonial initiatives aimed at imparting domestic skills and promoting social upliftment (Adedayo, 2018). Initially designed to empower young women with practical household management skills, the curriculum focused on areas such as nutrition, clothing, and consumer sciences. Over time, however, the subject has evolved to include broader themes such as health education, financial management, and, more recently, entrepreneurial skills (Ogunleye, 2020). Despite these advancements, the curriculum has not kept pace with the rapid technological changes of the 21st century, resulting in gaps—especially in the areas of digital literacy and entrepreneurship.

Digital Literacy in Educational Settings

Digital literacy is defined as the ability to locate, evaluate, and effectively use digital resources and tools, encompassing not only technical proficiency but also critical thinking and ethical practices (Van Deursen & van Dijk, 2019). Globally, educational systems have recognized that fostering digital literacy is essential to preparing students for a technology-driven economy (Selwyn, 2016). Best practices include the integration of interactive digital tools, online collaboration projects, and blended learning environments that encourage active participation. These approaches have been shown to improve problem-solving skills and adaptability, qualities that are indispensable in today's information age.

Entrepreneurship Education

Entrepreneurship education aims to develop skills such as innovation, risk-taking, and strategic thinking. Theoretical models based on experiential and constructivist learning approaches suggest that hands-on, project-based experiences can significantly enhance entrepreneurial competencies (Eze, 2019). In Nigeria, where youth unemployment remains

a major challenge, incorporating entrepreneurial education into school curricula is seen as a viable strategy for economic empowerment and job creation (Adewale, 2020). By equipping students with the ability to identify business opportunities and develop viable solutions, entrepreneurship education not only promotes personal initiative but also contributes to national economic development.

Curriculum Integration Models

Various models have been proposed for integrating interdisciplinary skills into traditional curricula. Cross-curricular approaches have been successfully employed in several educational contexts, where subjects such as digital literacy and entrepreneurship are merged with established disciplines. For example, case studies from countries with advanced educational systems indicate that when digital tools and entrepreneurial concepts are embedded within the curriculum, students demonstrate improved engagement and enhanced problem-solving capabilities (World Bank, 2020). These models emphasize the need for an active learning environment where theory is continually linked to practice, thus bridging the gap between classroom instruction and real-world applications.

The Nigerian Context

In Nigeria, the integration of digital literacy and entrepreneurship into Home Economics faces several challenges, including limited access to digital infrastructure, inadequate teacher training, and cultural perceptions that undervalue technology-driven learning (Nigerian Federal Ministry of Education, 2018). Socio-economic disparities further exacerbate these challenges, making it difficult for many schools—particularly in rural areas—to implement modern educational practices. Nonetheless, recent policy initiatives suggest a growing recognition of these issues and a commitment to curricular reform that aligns with national development goals.

Identified Gaps

Although there is extensive literature on digital literacy and entrepreneurship separately, few studies have examined their integration into Home Economics curricula in Nigeria. Most research has focused on standalone initiatives, leaving a critical gap regarding interdisciplinary approaches that merge traditional domestic education with modern skills. Addressing this gap offers a significant research opportunity to develop a holistic educational model that prepares Nigerian students to thrive in an increasingly digital and entrepreneurial global economy.

Theoretical Framework

Constructivist Learning Theory

Constructivist learning theory posits that learners actively build their own understanding through experiences and reflection (Piaget, 1973). This theory supports an educational approach that is student-centered, where active engagement with digital tools and entrepreneurial projects enables learners to construct meaningful knowledge. By fostering environments where students learn through doing, constructivism aligns well with the practical nature of Home Economics education.

Digital Literacy Frameworks

Digital literacy frameworks outline the competencies required for effective engagement in a digital world, including technical skills, critical evaluation of information, and responsible digital citizenship (Van Deursen & van Dijk, 2019). Embedding these competencies within Home Economics can transform traditional classroom practices into dynamic learning experiences that prepare students for digital challenges and opportunities.

Entrepreneurial Learning Models

Entrepreneurial learning models emphasize experiential learning, encouraging students to engage in real-world problem-solving, risk-taking, and innovation (Eze, 2019). By incorporating project-based learning and simulation exercises, these models help students develop the mindset and skills necessary to identify and capitalize on business opportunities. Such an approach is vital for nurturing an entrepreneurial spirit that can drive socio-economic development.

Integrated Pedagogical Model

Based on the literature reviewed, an integrated pedagogical model is proposed to embed digital literacy and entrepreneurship into the Home Economics curriculum. This model synthesizes constructivist principles with digital and entrepreneurial frameworks to create a learning environment where technology and practical business skills are interwoven into everyday lessons. The model advocates for the use of digital platforms, collaborative projects, and real-world entrepreneurial challenges to provide students with hands-on learning experiences. This integrated approach is justified by its potential to address existing gaps in the curriculum while aligning with both national development goals and global educational trends (Nigerian Federal Ministry of Education, 2018; World Bank, 2020). By fostering interdisciplinary learning, the model aims to prepare students to navigate the complexities of the 21st century, making Home Economics education more relevant and impactful.

Methodology

This study employs a mixed-methods research design, incorporating both quantitative and qualitative approaches to ensure a comprehensive understanding of the integration of digital literacy and entrepreneurship into Nigerian Home Economics education. The quantitative component involves the use of structured surveys to collect numerical data on educators' familiarity with digital and entrepreneurial concepts, the extent of their integration in the curriculum, and the perceived benefits of such integration. The qualitative component includes open-ended questions and potential follow-up interviews to gain deeper insights into challenges and recommendations from educators and policymakers. The justification for using a mixed-methods approach lies in the need to quantify the prevalence and effectiveness of digital literacy and entrepreneurship in Home Economics education while also exploring contextual factors that influence implementation. This approach provides both statistical evidence and in-depth perspectives, making the findings more robust and applicable for policy recommendations.

Data Collection Methods

Primary Data

Primary data was collected through structured questionnaires administered to Home Economics educators, curriculum developers, and school administrators across Nigeria. The survey consisted of both closed-ended questions (for quantitative analysis) and open-ended questions (for qualitative insights). Additionally, interviews and focus groups were considered to further explore educators' perspectives on the feasibility of integrating digital and entrepreneurial skills within Home Economics education. These discussions aimed to capture institutional challenges, training needs, and potential policy implications.

Secondary Data

To complement primary data, secondary data sources were analyzed, including:

Curriculum documents from Nigerian educational authorities to evaluate the existing scope of digital literacy and entrepreneurship within Home Economics.

Policy papers and government reports on national education strategies and digital learning initiatives.

Existing research studies on digital literacy and entrepreneurship education in Nigeria and other regions for comparative analysis.

Sampling Strategy

Target Population

The target population includes:

Home Economics educators at secondary and tertiary levels.

Curriculum developers responsible for designing and updating educational content.

School administrators who oversee curriculum implementation and policy adoption.

Education policymakers involved in national and regional curriculum development.

Sampling Methods

A purposive sampling technique was used to select participants who are directly involved in Home Economics education and curriculum development. Additionally, stratified random sampling was applied to ensure representation across different educational levels (secondary vs. tertiary), geographic regions, and types of institutions (public vs. private schools).

Selection Criteria

Participants were selected based on the following criteria:

Experience – At least five years of teaching or curriculum development experience in Home Economics.

Familiarity with technology and entrepreneurship – Educators with some level of experience in incorporating digital tools or business-related concepts into their lessons.

Willingness to participate – Respondents who agreed to voluntarily complete the survey and/or participate in interviews or focus groups.

A total of 150 respondents were targeted for the study, with 100 survey respondents (for quantitative analysis) and 50 interview/focus group participants (for qualitative insights).

Data Analysis Techniques

Quantitative Analysis: Survey responses were analyzed using descriptive and inferential statistical techniques. Descriptive statistics (frequency counts, percentages, and

means) were used to summarize participants' demographics, familiarity levels, and perceptions of integration. Inferential statistics (Chi-square tests and correlation analysis) were employed to determine associations between variables, such as the relationship between teacher experience and digital literacy integration.
Data visualization (bar charts, histograms, and pie charts) was used to present findings clearly.

Qualitative Analysis: Open-ended survey responses and interview transcripts were analyzed using thematic analysis to identify recurring patterns, challenges, and recommendations related to digital literacy and entrepreneurship integration. NVivo or similar qualitative analysis software was considered to help categorize and interpret themes systematically.
Software and Tools Used: Python (Pandas, Matplotlib) for data visualization. NVivo for qualitative thematic analysis.

Ethical Considerations
To uphold ethical research standards, the following measures were implemented:
Informed Consent
All participants were provided with a detailed explanation of the study's objectives, data collection process, and potential benefits or risks.
A consent form was issued to participants, ensuring voluntary participation.

Confidentiality and Data Protection
Anonymity was maintained by removing personally identifiable information from responses.
Data encryption was used to protect digital records of survey and interview responses.
Access to collected data was restricted to authorized research team members only.

Results / Findings
Current State of Digital Literacy and Entrepreneurship in the Curriculum
The findings indicate that digital literacy and entrepreneurship are not well integrated into Nigerian Home Economics education. A majority of the educators surveyed reported that digital tools and entrepreneurial concepts are either minimally incorporated or completely absent from their curriculum. Only 10% of respondents reported that digital literacy is fully integrated into their teaching practices, while 60% stated that it is not integrated at all. Entrepreneurship education showed slightly better integration, with 25% of respondents indicating that it is fairly integrated, but 50% still reported little to no emphasis on entrepreneurial concepts.

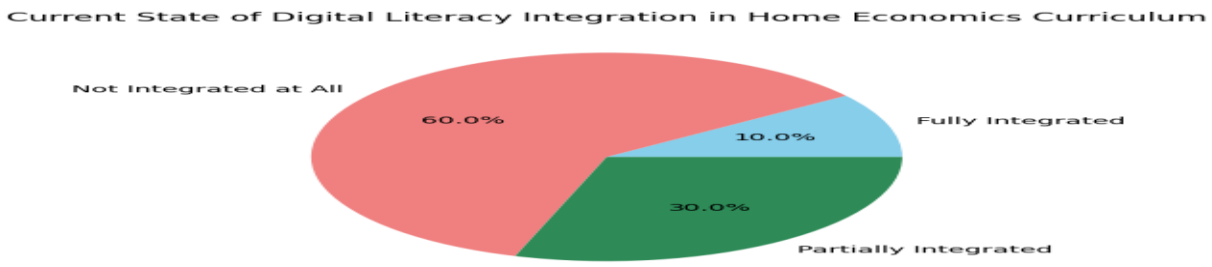


Figure 1 current state of Digital Literacy Integration in Home Economics Curriculum

Despite the evolving global landscape, Home Economics in Nigeria remains largely traditional, focusing on food preparation, textiles, and home management, with limited exposure to digital skills and business-oriented learning. This highlights a significant gap in preparing students for technology-driven and entrepreneurial career paths.

Stakeholder Perspectives

Educators, curriculum developers, and policymakers provided insights into the challenges and potential of integrating digital literacy and entrepreneurship in Home Economics education. Educators emphasized that the lack of training and access to digital tools makes it difficult to integrate technology-driven learning. Many teachers admitted to having low familiarity with digital tools, with only 30% rating themselves as "very familiar" with digital literacy concepts. Students expressed interest in learning entrepreneurial skills, especially in areas like business planning, digital marketing, and e-commerce, but noted that these topics are rarely covered in class. Policymakers acknowledged the need for curriculum reform, with some indicating that efforts are underway to modernize vocational education to include digital and entrepreneurial skills. However, they cited limited funding and infrastructural constraints as major barriers. These perspectives underscore both the demand for curriculum reform and the institutional challenges in making such reforms a reality.

Identified Challenges and Opportunities

Barriers to Effective Integration

The research identified several key barriers to integrating digital literacy and entrepreneurship into Home Economics education:

Infrastructural Constraints: Many schools lack computers, internet access, and digital teaching resources, particularly in rural areas.

Teacher Training Gaps: Over 60% of educators reported that they have never received formal training on integrating digital skills into Home Economics.

Outdated Curriculum: The current national curriculum does not mandate the teaching of digital literacy or entrepreneurship in Home Economics.

Socio-Cultural Perceptions: Many educators and parents still view Home Economics as a traditional, domestic-oriented subject, limiting the willingness to modernize its content.

Opportunities for Enhancing Curriculum and Teaching Practices

Despite these challenges, several opportunities exist for integrating digital literacy and entrepreneurship:

Government Initiatives: Some policymakers indicated that upcoming curriculum revisions aim to include entrepreneurship and technology-driven skills in vocational education.

Teacher Professional Development: Training workshops and online certification programs can equip educators with digital teaching methods and entrepreneurial education techniques.

Public-Private Partnerships: Schools can collaborate with technology firms and

business incubators to provide resources and mentorship for students.

Use of Low-Cost Digital Tools: Even in resource-constrained environments, educators can leverage mobile apps, online tutorials, and virtual simulations to introduce students to digital and entrepreneurial skills.

These opportunities highlight the potential for reform and the steps needed to modernize Home Economics education.

Emergent Themes

Several key themes emerged from the data analysis:

Strong Demand for Digital and Entrepreneurial Skills: Both educators and students acknowledged the importance of these skills in today's economy.

Resistance to Change: While some educators support curriculum modernization, others resist digital integration, fearing that it may dilute traditional Home Economics values.

Resource Disparity: Urban schools reported higher access to digital tools, while rural schools struggled with infrastructure and funding limitations.

Lack of Institutional Support: Many educators expressed frustration over the lack of government and administrative support in implementing digital and entrepreneurial education. These themes provide valuable insights into the underlying factors influencing the slow adoption of modern educational strategies.

Proposed Integration Models

Based on empirical findings, a framework for embedding digital literacy and entrepreneurship into Home Economics education is proposed.

Model 1: Blended Learning Approach

Combines traditional Home Economics teaching with online resources and digital tools.

Educators use interactive videos, mobile apps, and virtual workshops to teach topics such as financial literacy, digital marketing, and small business management.

Encourages hybrid learning, allowing students to engage in hands-on projects while also exploring digital business platforms.

Model 2: Project-Based Learning (PBL) with Entrepreneurial Focus

Students develop business plans related to home-based enterprises (e.g., catering, fashion design, home décor).

Incorporates market research, budgeting, and digital sales strategies into Home Economics coursework.

Emphasizes real-world problem-solving, enabling students to gain practical entrepreneurial experience.

Model 3: Digital Skills Certification for Educators

Provides short-term professional development courses for Home Economics teachers.

Courses cover basic digital literacy, business technology applications, and entrepreneurship education methods.

Helps educators overcome resistance to digital integration by equipping them with practical skills and tools. These models provide structured pathways for integrating digital and entrepreneurial skills into Home Economics education, ensuring that students acquire the competencies needed for the 21st-century workforce.

The findings indicate that digital literacy and entrepreneurship education are currently underutilized in Nigerian Home Economics

curricula. However, there is a strong demand for reform, with educators and students recognizing the importance of these skills. While challenges such as infrastructural deficits, lack of training, and outdated curricula hinder integration, opportunities exist through government initiatives, digital tools, and targeted teacher training programs. The proposed blended learning, project-based, and professional development models provide a structured roadmap for embedding digital and entrepreneurial competencies into Home Economics education. Moving forward, stakeholder collaboration, policy adjustments, and capacity-building efforts will be critical in transforming Home Economics into a future-ready discipline that prepares students for economic self-sufficiency and digital engagement.

Discussion

Interpretation of Findings

The findings of this study align with the research objectives, which sought to examine the extent to which digital literacy and entrepreneurship are integrated into Nigerian Home Economics education. The results revealed that only 10% of respondents reported full integration of digital literacy, while 60% stated it was not integrated at all. Similarly, 25% of respondents indicated that entrepreneurship education was fairly integrated, but 50% reported little to no emphasis on entrepreneurial concepts.

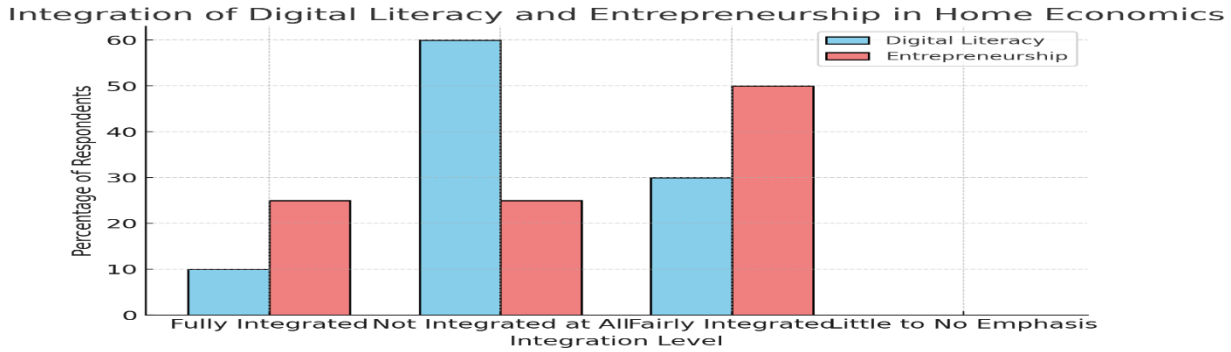


Figure 2 Integration of Digital Literacy and Entrepreneurship in Home Economics

These findings support previous literature, which highlights the traditional nature of Home Economics education in Nigeria (Adedayo, 2018) and the slow adoption of technology-driven learning strategies (Nigerian Federal Ministry of Education, 2018). Studies have emphasized that entrepreneurial skills are crucial for equipping students with self-reliance, yet many schools continue to operate under outdated curricula that fail to reflect modern economic realities (Eze, 2019). Comparatively, global best practices indicate that countries that integrate digital skills and business education into vocational studies produce graduates better prepared for self-employment and economic participation (World Bank, 2020). The results reinforce the urgency for curriculum reform, enhanced teacher training, and improved access to digital tools to bridge the gap between Home Economics education and the evolving job market.

Implications for Curriculum Development

The integration of digital literacy and entrepreneurship in Home Economics can be operationalized through a structured

curriculum revision that embeds these skills into both theoretical and practical coursework.

Strategies for Curriculum Designers and Educators

Curriculum Reform

Introduce digital learning modules within Home Economics courses, covering topics such as e-commerce, online marketing, and digital financial literacy.

Redesign entrepreneurship education to include business incubation projects where students create and test small business ideas related to Home Economics.

Blended Learning Approaches

Use a combination of traditional teaching methods and digital platforms to enhance engagement and accessibility.

Incorporate online tutorials, simulation-based learning, and virtual collaboration tools into lesson plans.

Hands-on Digital Entrepreneurship Projects

Encourage students to explore digital business models (e.g., using social media for home-based businesses).

Introduce practical assignments that require students to create websites, manage online stores, or develop financial budgets using digital tools. These strategies will modernize the Home Economics curriculum, ensuring it remains relevant in an increasingly digital and entrepreneurial economy.

Policy Implications

For effective implementation, educational policymakers must create a supportive environment that facilitates the integration of digital literacy and entrepreneurship into Home Economics education.

Recommendations for Policymakers:

National Curriculum Revision

Mandate the inclusion of digital and entrepreneurial competencies in Home Economics education.

Develop standardized teaching guides for digital literacy and business education.

Infrastructure and Resource Development:

Provide schools with internet access, computer labs, and educational software.

Partner with technology firms and private organizations to supply digital learning tools.

Professional Development and Teacher Training Programs:

Launch nationwide teacher training workshops focused on digital pedagogy and entrepreneurship education.

Develop online certification courses for Home Economics teachers on the use of digital tools in classroom instruction.

Encourage collaboration with universities and industry professionals to enhance educators' exposure to modern entrepreneurial trends.

By implementing these policies, Home Economics education in Nigeria can transition from a traditional subject to a future-ready discipline that prepares students for the digital economy and self-employment.

Challenges to Implementation

Despite the need for reform, several challenges **continue to hinder the adoption of digital literacy and entrepreneurship** in Home Economics education.

Table 1: Barriers and Proposed Solutions

Challenges	Proposed Solutions
Infrastructural Deficiencies: Many schools lack access to computers, internet, and modern teaching aids.	Establish public-private partnerships to provide schools with affordable digital tools and internet access.
Teacher Training Gaps: Educators are not equipped with digital teaching skills.	Implement compulsory digital training programs for Home Economics teachers.
Resistance to Change: Some educators and administrators view digital learning as unnecessary for Home Economics.	Conduct awareness campaigns highlighting the importance of digital skills in vocational education.
Limited Funding for Educational Technology: Many schools lack the budget for digital infrastructure.	Introduce government grants and funding schemes to support the integration of technology in vocational subjects.

Overcoming these challenges requires collaboration between government agencies, educational institutions, and private stakeholders to create a sustainable framework for digital and entrepreneurial education.

Future Research Directions

While this study provides valuable insights into the state of digital literacy and entrepreneurship in Home Economics education, further research is needed in the following areas:

Longitudinal Studies on Curriculum Impact

Future studies should track student performance and employability after the implementation of digital and entrepreneurship courses in Home Economics.

Comparative Analysis with Other Countries

Research should explore how other nations have successfully integrated digital and business education into vocational subjects, offering lessons for Nigeria.

Role of Emerging Technologies in Home Economics Education

Future research should examine how technologies such as Artificial Intelligence (AI), Virtual Reality (VR), and blockchain can be applied in Home Economics to enhance learning and business creation.

Student-Centered Research on Digital Learning in Vocational Education

Investigate how students engage with digital tools and entrepreneurial training in Home Economics, identifying the most effective teaching strategies. Expanding research in these areas will provide deeper insights into how digital and entrepreneurial education can be sustainably integrated into Nigerian Home Economics curricula.

Conclusion

Summary of Key Findings

This study investigated the extent to which digital literacy and entrepreneurship are integrated into Nigerian Home Economics education. The findings revealed significant gaps in the curriculum, with only 10% of respondents reporting full integration of digital literacy, while 60% indicated no integration at all. Similarly, 25% of respondents stated that entrepreneurship education was fairly integrated, while 50% reported little to no emphasis on entrepreneurial concepts. The study addressed the research objectives by Assessing the current state of digital literacy and entrepreneurship in Home Economics education. Examining stakeholder perspectives, including educators, students,

and policymakers. Identifying barriers to integration, such as lack of teacher training, infrastructural deficits, and outdated curricula. Proposing models for integration, including blended learning, project-based learning, and professional development programs for educators. The results emphasize the need for curriculum reforms, teacher training, and policy interventions to align Home Economics education with 21st-century skills and economic opportunities.

Theoretical and Practical Contributions

Theoretical Contributions

This study expands the academic discourse on vocational education and digital transformation by Bridging the gap between traditional Home Economics education and modern digital/entrepreneurial skills. Providing a framework for interdisciplinary curriculum integration, combining digital literacy, entrepreneurship, and vocational training. Aligning with constructivist learning theories, which emphasize hands-on, student-centered learning through technology and real-world applications.

Practical Contributions

The study offers practical insights for educators, policymakers, and curriculum developers by: Demonstrating the demand for digital literacy and entrepreneurship in Home Economics education. Highlighting strategies for effective curriculum integration, including the use of digital tools, online learning platforms, and business incubation projects. Proposing teacher training programs to equip educators with digital and entrepreneurial competencies. Incorporating these findings, Nigerian Home Economics education can evolve into a more dynamic and future-ready discipline.

Recommendations

To effectively integrate digital literacy and entrepreneurship into Home Economics education, the following actionable recommendations are proposed:

Curriculum Enhancement

Revise the national curriculum to include modules on digital literacy, financial technology, and e-commerce. Introduce hands-on business projects where students create and manage small enterprises.
Leverage blended learning by integrating online educational tools, virtual simulations, and digital marketing strategies.

Teacher Training and Professional Development

Mandate continuous professional development for Home Economics educators in digital and entrepreneurial education. Provide government-funded training workshops on digital tools, business modeling, and financial literacy. Encourage peer learning and collaboration between educators, industry experts, and technology providers.

Policy Adjustments

Implement national policies that promote digital inclusion and entrepreneurship education in vocational studies. Allocate funding for educational technology infrastructure, ensuring all schools have internet access, computers, and e-learning platforms. Encourage private sector partnerships to provide schools with digital tools and real-world entrepreneurial

mentorship. These recommendations will bridge the gap between Home Economics education and modern economic demands, preparing students for self-employment, business innovation, and the digital economy.

Limitations

While this study provides valuable insights, it is important to acknowledge its limitations:

Sample Size and Representation

The study focused on a limited number of educators and policymakers, which may not fully represent all Nigerian schools. Future research should expand the sample size to include a broader range of stakeholders across different states and educational levels.

Reliance on Self-Reported Data

The study relies on survey responses, which may be subject to bias or inconsistencies. Future studies should incorporate observational research and case studies to validate findings.

Lack of Longitudinal Data

This study captures a snapshot of the current state of Home Economics education.

Future research should track the impact of digital and entrepreneurial integration over time to measure effectiveness. Despite these limitations, the study provides a solid foundation for further research and policy discussions on modernizing Home Economics education in Nigeria.

Final Thoughts

The integration of digital literacy and entrepreneurship in Home Economics education is no longer optional—it is essential for preparing students for the realities of the modern economy. By updating curricula, enhancing teacher training, and implementing strategic policies, Nigeria can transform Home Economics into a powerful platform for digital skills acquisition and entrepreneurial growth.

In the long term, these reforms will empower students with relevant job skills, reducing unemployment and economic dependency.

Enhance national economic development by fostering innovation, self-employment, and small business creation. Bridge the digital divide, ensuring all students, regardless of location, have access to quality education that prepares them for the future. Embracing digital transformation and entrepreneurship education, Nigerian Home Economics can evolve from a traditional subject into a catalyst for economic empowerment and technological advancement.

REFERENCES

Adedayo, A. (2018). Home Economics Education in Nigeria: History and contemporary perspectives. Journal of Nigerian Educational Research, 12(3), 45–67.

Adewale, T. (2020). Enhancing entrepreneurial skills in Nigerian secondary schools. Journal of Entrepreneurship in Education, 15(2), 112–128.

Akhuemonkhan, I. A, Raimi, L, & Sofoluwe, A. (2019). Entrepreneurship Education Employment Stimulation in Nigeria. Journal of Studies in Social Sciences, 3(1), 55-79.

Akpomi, M. E. (2019). Achieving millennium development goals through teaching of entrepreneurship education in Nigeria higher education institutions. European Journal of Social Science, 8(1), 152-159.Anam, B., Iba, J. A & Aregbe, T. A. (2018).

Becker, G. S. (1964). An economic analysis offertility. Demographic and economic change in developed countries: A Conference of the Universities–National Bureau Committee for Economic Research. Princeton, N J: Princeton University Press.

Bhandari, N, C. (2020). Intention for entrepreneurship among students in India. Journal of Entrepreneurship, 1(5),169-179.

C. & Ofoegbu, F. (2018) Managing Entrepreneurship Education In Nigerian Universities, European Journal of Educational Studies 3(1), 222-240.

Daku, J. N. & Oyekan, O. A. (2018). Education and employment generation: Entrepreneurial education and youth support programmes as panacea. European Journal of Humanities and Social Sciences, 30(1), 1626-1641.

Ekankumo, B. & Kemebaradikumo, N. (2018). Entrepreneurship and Entrepreneurial Education (EE): Strategy for sustainable Development. Asian Journal of Business Management, 3(3), 196-202.

Ekpoh, U. I., & Edet, A. O. (2018). Entrepreneurship Education and Career Intentions of Tertiary Education Students in AkwaIbom and Cross River States, Nigeria, International Education Studies, 4(1), 172-190.

Emmanuel, E, A., Dazala, I. U & Daniel, J. D. (2019). Entrepreneurship Education and Attitude of Undergraduate Students to Self Employment in Mubi, Adamawa State, Nigeria. Journal of Education and Practice, 3(8), 95-99Fayolle, A. (2005).

Entrepreneurship education, productive and employment sustainable poverty reduction in Cross River state. International Journal of Advanced Research in Statistics, Management and Finance, 2(1), 192-208.

Evaluation of Entrepreneurship Education: behaviour performing or intention increasing. International Journal of Entrepreneurship and Small Business, 1(2) 1, 89 -98.

Eze, J. (2019). The role of entrepreneurship in addressing youth unemployment in Nigeria. African Journal of Economic Development, 7(1), 98–115.

Gabadeen, W. O. & Raimi, L. (2019) Management of Entrepreneurship Education in Nigerian Higher Institutions: Issues, Challenges and Way Forward. Abuja International Journal of Education and

Management Sciences (ABIJEMS),2(3), 1-26.

Garavan, T. N. & Cinneide, O. B. (1994). Entrepreneurship education and training programmes: A review and evaluation (Part 2). Journal of European Industrial Training, 18(11), 13-21.

Garba, M. (2020). The critical role of educational resources on curriculum implementation in Noah, A.O.K., Shonibare, D.O., Ojo, A.A. and Olujuwon, T. (Eds) curriculum implementation and professionalizing teaching In Nigeria. Lagos: Central Educational Services.

Harper, D. A. (2018). Foundations of Entrepreneurship and Economic Development, New York: Routledge, 267.Ifedili,

International Journal of Management Science and Business Analysis Research Published by Cambridge Research and Publications IJMSBAR: E-ISSN 3027-1711 P-ISSN 3026-8168116Vol. 4 No. 7June, 2024Ladzani,

Izedonmi, P. F. & Okafor, C. (2020). The Effect of Entrepreneurship Education on Students' Entrepreneurial Intentions. Global Journal of management and Business Research, 10(6), 49-60.

Kuratko, D. F. & Hodgetts, R. M. (2020). Entrepreneurship: Theory, Process. Practice (Mason, OH; South-Western Publishers).

Kwon, D. (2019). Human capital and its measurement. OECD World Forum. The 3rdOECD World Forum on "Statistics, knowledge and policy". Charting Progress, Building Visions, Improving Life, Busan, Korea, 27-30 October, 2019.

Maina, S. (2018). The role of entrepreneurship education on job creation among youths in Nigeria. International Letters of Social and Humanistic Sciences.1(5), 87-96.

Nigerian Federal Ministry of Education. (2018). National policy on curriculum development: Integrating digital literacy and entrepreneurship in Nigerian schools. Abuja, Nigeria: Author.

Ogunleye, O. (2020). Revisiting Home Economics in Nigeria: Challenges and prospects. International Journal of Home Economics, 8(4), 205–220.

Piaget, J. (1973). To understand is to invent: The future of education. Grossman.

Selwyn, N. (2016). Education and technology: Key issues and debates. Bloomsbury Publishing.

Van Deursen, A., & van Dijk, J. (2019). The first-level digital divide shifts to differences in usage. New Media & Society, 21(2), 354–369.

W. M. & Van-Vuuren, J. J. (2016). Entrepreneurship training foremerging SMEs in South Africa, Journal of Small Business Management, 40(2) (2016).

World Bank. (2020). Digital technologies for entrepreneurship and innovation in Africa. Washington, DC: World Bank Publications.