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DIGITAL TRANSFORMATION IN HOME ECONOMICS EDUCATION FOR SUSTAINABLE DEVELOPMENT AND SOCIETAL RESILIENCE IN IMO STATE

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Abstract
This study investigated the influence of digital transformation on entrepreneurial skill development, sustainable development, and societal resilience through Home Economics education. A descriptive survey research design was adopted for the study. The population comprised 16,935 junior secondary school students and Home Economics teachers in public secondary schools in Imo State. A sample of 800 respondents, consisting of 550 students and 250 Home Economics teachers, was selected using a multistage sampling procedure. Data were collected using a structured questionnaire. The instrument was validated by experts, while a Cronbach Alpha reliability coefficient of 0.91 was obtained. Mean and standard deviation were used to answer the research questions, while t-test statistics was used to test the hypotheses at a 0.05 level of significance. The findings revealed that digital transformation positively influences entrepreneurial skill development in Home Economics education by enhancing creativity, innovation, vocational competence, problem-solving abilities, and self-reliance. The study also showed that digital transformation promotes sustainable development through improved environmental awareness, adaptability, resource management, vocational skills, and awareness of sustainable development goals. Furthermore, digital transformation was found to enhance societal resilience by promoting communication, collaboration, critical thinking, decision-making, and problem-solving skills needed to cope with social and economic challenges. The study concluded that digital transformation plays a significant role in improving Home Economics education for sustainable development and societal resilience in Imo State. The study recommended the provision of adequate digital facilities in schools, regular teacher training on digital technologies, and the integration of digital tools and resources into Home Economics teaching and learning.
Keywords: *Digital transformation, Home Economics education, sustainable development, societal resilience, entrepreneurial skills.*

Introduction

Education plays a vital role in promoting sustainable development by fostering environmentally and socially responsible societies and shaping the attitudes and behaviours of present and future generations. It is widely recognized as one of the most effective tools for achieving the Sustainable Development Goals (SDGs). The 2030 Agenda for Sustainable Development emphasizes the importance of quality education, lifelong learning, and global citizenship education in building sustainable societies (United Nations, 2015). The emergence of digital transformation has significantly influenced various sectors of society, particularly the education sector. Digital transformation in education refers to the integration of digital technologies into all aspects of the educational process in order to improve teaching,

learning, and overall educational outcomes (Bui & Nguyen, 2023). It involves the incorporation of digital technologies into educational institutions, thereby transforming how schools operate and deliver educational value to students and other stakeholders (Lozić & Fotova Čiković, 2024; Rogers, 2016). Thus, digital transformation extends beyond the adoption of technological tools to include broader cultural, instructional, and operational changes within educational institutions. (Morze & Strutynska, 2021).

Home Economics, as a practical-oriented subject, has not traditionally been closely associated with digital learning. Digital technologies are often used only for demonstration purposes or for documenting practical activities such as food preparation. However, the scope of Home Economics extends beyond practical skill acquisition to include theoretical knowledge that enables learners to understand the scientific, nutritional, economic, and social principles underlying everyday household practices (Pendergast & Dewhurst, 2022).

Consequently, digital technologies can enhance both the teaching of theoretical concepts and their practical application. Various digital tools are increasingly being integrated into Home Economics instruction, including Learning Management Systems (LMS), interactive whiteboards, video conferencing platforms, educational mobile applications, virtual laboratories, nutrition analysis software, Computer-Aided Design (CAD) programs, and Artificial Intelligence (AI) tools. These technologies improve student engagement, collaboration, skill development, and overall learning outcomes (UNESCO, 2023). Evidence from the Educational Research Centre (ERC, 2022) indicates that 78% of students perceive digital technologies as making learning more engaging and enjoyable.

Furthermore, the growing digitalization of daily life requires students to develop competencies in using technology for household management tasks such as meal planning, nutritional assessment, budgeting, consumer decision-making, and resource management. Given the broad nature of Home Economics, teachers require innovative digital resources and instructional strategies to create meaningful learning experiences. Therefore, the effective integration of digital technologies has become essential for preparing students to meet the demands of contemporary family and consumer life (UNESCO, 2023; Pendergast & Dewhurst, 2022). Digital transformation enables Home Economics education to adapt to changing societal and technological demands by promoting innovative teaching methods and practical learning experiences. Digital transformation has become one of the most widely researched areas in information systems and educational studies due to its influence on institutional practices and learning outcomes (Mikalef & Parmiggiani, 2022).

In Home Economics education, digital technologies facilitate effective teaching, improve communication between teachers and learners, and support modern methods of assessment and practical instruction. Furthermore, digital transformation has been found to improve the overall quality of education by enhancing existing teaching practices and creating new opportunities for learning and skill development (Gürbüz, 2021). Home Economics, as a vocational and skill-oriented subject, contributes to reducing unemployment by equipping learners with practical, creative, and entrepreneurial skills that promote self-reliance and economic empowerment (Achor, 2012). The discipline covers areas such as Food and Nutrition, Clothing and Textiles, Home Management, Child Development, and Interior Decoration, which provide competencies for personal development, family well-being, sustainable livelihoods, and entrepreneurship.

In another development, sustainable development refers to development that meets present needs without compromising the ability of future generations to meet their own needs. It also involves the effective utilization of resources, technological advancement, strategic investment, and institutional reforms aimed at improving the well-being of both present and future generations (Nwankwo, 2024). This concept is closely related to Home Economics education because the discipline emphasizes efficient resource management, skill acquisition, entrepreneurship, and improved quality of life (Eze & Nwosu, 2023).

The integration of digital technologies into Home Economics education exposes learners to global trends, innovative practices, and entrepreneurial opportunities in areas such as Food and Nutrition, Fashion and Design, Home Management, and Interior Decoration (Joseph & Uzondu, 2024).

Digital platforms, online tutorials, social media, and internet resources have made teaching and learning more practical, interactive, and accessible (Quaicoe, Ogunyemi, & Bauters, 2023). For instance, fashion designers and food entrepreneurs now utilize digital tools for online marketing, product display, training, and customer communication, thereby improving productivity and economic growth (Lozić & Fotova Čiković, 2024). In addition, digital technologies support the documentation, storage, and retrieval of information related to food recipes, fashion styles, home arrangement, and other Home Economics activities. This enhances creativity, promotes self-employment, and encourages sustainable livelihoods (Ghazali-Mohammed et al., 2024).

Consequently, digital transformation in Home Economics education contributes significantly to sustainable development by equipping learners with relevant digital, vocational, and entrepreneurial skills needed for economic empowerment and national development According to Achor (2024), sustainable development focuses on improving the quality of life through the application of practical and vocational skills. Sustainable development refers to development that meets present needs without compromising the ability of future generations to meet their own needs. It also involves the effective utilization of resources, strategic investment decisions, technological advancement, and institutional reforms that enhance the capacity of both present and future generations to meet their needs and aspirations (Nwankwo, 2024). This concept remains highly relevant to Home Economics because both are concerned with improving human life through the effective management and utilization of available resources (Eze & Nwosu, 2023). The relationship between Home Economics and sustainable development is reflected in their shared commitment to responsible resource management, sustainable living practices, and long-term societal well-being (Okafor & Chukwu, 2024).

More importantly, one of the major goals of Home Economics education is the promotion of societal resilience through the development of practical, vocational, and entrepreneurial skills among learners (Okafor & Chukwu, 2024). Resilience refers to the ability of individuals or communities to withstand, adapt to, and recover from difficult situations or unexpected challenges (Masten, 2014). Within the educational context, societal resilience refers to the capacity of society to sustain learning, growth, and development during crises such as economic instability, pandemics, and technological changes (UNESCO, 2021). The subject equips students with competencies that encourage self-reliance, healthy living, effective resource management, and sustainable livelihoods. It also develops learners' creativity, adaptability, critical thinking, and problem-solving abilities needed to cope with social and economic challenges successfully (Eze & Chukwu, 2025).

In Imo State, where many young people face unemployment, poverty, and other socio-economic challenges, Home Economics education is expected to equip students with relevant knowledge and life skills necessary for productive living and community development. Home Economics education therefore contributes significantly to societal resilience by equipping learners with practical skills in nutrition, family living, entrepreneurship, resource management, and problem-solving. These competencies help students become self-reliant, productive, and capable of contributing positively to societal growth and national development (Achor, 2012).

In the light of the above, the integration of digital technologies into teaching and learning provides learners with interactive and practical experiences that improve creativity, innovation, and problem-solving abilities (Shukla & Jacob, 2022). In Home Economics education, digital tools such as online tutorials, multimedia resources, and virtual demonstrations help students acquire entrepreneurial skills and competencies necessary for

self-reliance, productive living, and sustainable development. However, the effectiveness of digital transformation in education depends largely on the availability of technological facilities, effective teaching strategies, and adequate support for both teachers and students (Yildiz, 2021). Digital transformation also contributes to societal resilience by equipping learners with essential competencies such as digital literacy, critical thinking, communication, adaptability, and problem-solving skills required for coping with social and economic challenges in the modern world (Veckalne & Tambovceva, 2022). Therefore, the integration of digital technologies into Home Economics education can strengthen students' entrepreneurial capacities and enhance societal resilience among learners (Joseph & Uzondu, 2024).

Despite the importance of digital transformation in improving educational quality and preparing students for sustainable development, many secondary schools in Imo State still face challenges such as inadequate digital facilities, poor internet access, limited technological skills among teachers and students, and insufficient integration of digital tools into Home Economics education. These challenges may hinder students from acquiring the entrepreneurial, vocational, and problem-solving skills needed for self-reliance and societal resilience. Although Home Economics education is expected to equip learners with practical competencies that promote sustainable living, economic empowerment, and the ability to adapt to social and economic challenges, the extent to which digital transformation has enhanced the teaching and learning of Home Economics for sustainable development and societal resilience in Imo State remains unclear. It is against this background that this study seeks to examine digital transformation in Home Economics education for sustainable development and societal resilience in Imo Stat

Research Questions

The following research questions will guide the study:

1. What is the influence of digital transformation on the development of entrepreneurial skills in Home Economics education in Imo State?
2. To what extent does digital transformation promote sustainable development through Home Economics education in Imo State?
3. What roles does digital transformation play in enhancing societal resilience through Home Economics education in Imo State?

Research Hypotheses

1. **$H_{0\ 1}$:** There is no significant difference in the mean responses of Home Economics teachers and students on the influence of digital transformation on the development of entrepreneurial skills in Home Economics education in Imo State.
2. **$H_{0\ 2}$:** There is no significant difference in the mean responses of Home Economics teachers and students on the extent to which digital transformation promotes sustainable development through Home Economics education in Imo State.
3. **$H_{0\ 3}$:** There is no significant difference in the mean responses of Home Economics teachers and students on the role of digital transformation in enhancing societal resilience through Home Economics education in Imo State.

Methodology

The study adopted a descriptive survey research design, which involves the collection and analysis of data from a representative sample of a population (Obanya, 2020). This design was considered appropriate because it enabled the researcher to obtain data from primary sources in order to examine issues relating to digital transformation in Home Economics education for sustainable development and societal resilience in Imo State, with findings generalized to the broader population. The study was conducted in Imo State, Southeast Nigeria. Imo State is bordered by Anambra State to the north, Abia State to the east, and Rivers State to the south. The state was selected because it has a considerable

number of secondary schools where Home Economics is offered as a vocational subject, making it suitable for the study. Findings from the study may also be generalized to other states with similar educational and socio-economic characteristics. The population of the study comprised 16,935 junior secondary school students and Home Economics teachers in public secondary schools in Imo State.

Home Economics students and teachers were considered appropriate respondents because they are directly involved in the teaching and learning of Home Economics and are therefore in a better position to provide relevant information on digital transformation, sustainable development, and societal resilience in secondary schools. A sample of 800 respondents was selected using a multistage sampling procedure. The sample consisted of 550 students and 250 Home Economics teachers. Data were collected using a structured questionnaire titled *Digital Transformation in Home Economics Education for Sustainable Development and Societal Resilience Questionnaire (DTHEESDSRQ).* The instrument was validated by three experts in the field, while its reliability was determined through a trial test conducted on 30 respondents outside the study sample.

The test yielded an overall Cronbach Alpha reliability coefficient of 0.91, indicating that the instrument was highly reliable. The questionnaires were administered personally by the researcher, with the assistance of school administrators and teachers in distributing and collecting the instruments. Data collected were analyzed using mean scores to answer the research questions, while t-test statistics were used to test the hypotheses at a 0.05 level of significance. All analyses were carried out using the Statistical Package for Social Sciences (SPSS) Version 25.

Results

Research Question 1: What is the influence of digital transformation on the development of entrepreneurial skills in Home Economics education in Imo State?

Table 1: Mean and Standard Deviation of Respondents' Responses on the influence of digital transformation on the development of entrepreneurial skills in Home Economics education in Imo State?

		Students		**Home Economics Teachers**		**Overall**		
S/N	**Statement**	$\bar{x}$	**SD**	$\bar{x}$	**SD**	$\bar{x}$	**SD**	**Decision**
1	Multimedia resources improve understanding of entrepreneurship	3.19	.75	2.92	.63	3.11	.73	Agree
2	Digital resources motivate entrepreneurial ideas.	3.02	.81	2.72	.71	2.93	.80	Agree
3	Digital technologies improve problem-solving skills.	3.25	.76	2.90	.66	3.14	.75	Agree
4	Digital tools promote self-employment skills acquisition.	3.23	.79	2.82	.72	3.11	.79	Agree
5	Digital technologies prepare students for business opportunities.	3.33	.79	2.96	.67	3.22	.77	Agree
6	Digital transformation promotes self-reliance among students	3.40	.69	3.07	.54	3.30	.66	Agree
7	Digital learning increases interest in entrepreneurship.	3.43	.78	3.07	.55	3.32	.73	Agree
8	ICT enhances vocational competence in Home Economics.	3.37	.73	2.97	.59	3.25	.72	Agree
9	Digital transformation encourages innovation among	3.35	.68	2.96	.63	3.23	.69	Agree

	students.							
10	Online learning enhances creativity in Home Economics.	3.30	.79	2.84	.71	3.16	.79	Agree
	Overall mean	**3.29**	**.34**	**2.92**	**.42**	**3.17**	**.41**	**Agree**

Key: $\bar{x}$=*mean*
SD = Standard Deviation

Table 1 shows the mean and standard deviation of respondents' responses on the influence of digital transformation on the development of entrepreneurial skills in Home Economics education in Imo State. The findings revealed that both students and Home Economics teachers agreed that digital transformation positively influences entrepreneurial skill development, as all the item mean scores were above the criterion mean of 2.50. The overall mean scores of 3.29 for students, 2.92 for Home Economics teachers, and a grand mean of 3.17 indicate general agreement among the respondents. This implies that digital technologies enhance creativity, innovation, problem-solving abilities, vocational competence, self-reliance, and entrepreneurial development in Home Economics education in Imo State.

Hypothesis 1: $H_{0\ 1}$: There is no significant difference in the mean responses of Home Economics teachers and students on the influence of digital transformation on the development of entrepreneurial skills in Home Economics education in Imo State.

Table 2: t-test Analysis of the Mean Responses of Home Economics Teachers and Students on the Influence of Digital Transformation on the Development of Entrepreneurial Skills in Home Economics Education in Imo State

Variables	N	Mean	SD	Df	T	Sig	Decision
Students	550	3.29	0.34	798	12.95	0.00	Rejected
Home Economics Teachers	250	2.92	0.42				

$\alpha = 0.05$

Table 2 presents the t-test analysis of the mean responses of Home Economics teachers and students on the influence of digital transformation on the development of entrepreneurial skills in Home Economics education in Imo State. The result revealed a significant difference in the mean responses of the respondents, as the calculated significance value of 0.00 is less than the 0.05 level of significance. Therefore, the null hypothesis was rejected. This implies that Home Economics teachers and students differed significantly in their responses regarding the influence of digital transformation on the development of entrepreneurial skills in Home Economics education in Imo State.

Research Question 2: To what extent does digital transformation promote sustainable development through Home Economics education in Imo State?

Table 3: Mean and Standard Deviation of Respondents' Responses on the Extent to Which Digital Transformation Promotes Sustainable Development through Home Economics Education in Imo State.

		Students		**Home Economics Teachers**		*Overall*		
S/N	**Item Statement**	$\bar{x}$	**SD**	$\bar{x}$	**SD**	$\bar{x}$	**SD**	**Decision**
1	Technology-based learning improves problem-solving skills.	3.41	0.70	2.96	0.66	3.27	0.72	Agree
2	Digital education promotes innovation for sustainability.	3.01	0.84	2.54	0.88	2.87	0.88	Agree
3	Digital transformation improves adaptability skills.	3.36	0.75	2.80	0.70	3.19	0.78	Agree
4	Digital technologies enhance	3.13	0.86	2.10	0.77	2.80	0.96	Agree

	vocational skills.							
5	Digital learning promotes SDGs awareness	3.03	0.87	2.11	0.82	2.75	0.96	Agree
6	Digital learning improves environmental awareness.	3.15	0.79	2.67	0.71	3.00	0.80	Agree
7	Digital tools enhance resource management skills.	2.94	0.83	2.67	0.74	2.85	0.81	Agree
8	Online learning supports sustainable development.	3.23	0.73	2.96	0.55	3.15	0.69	Agree
9	Digital transformation promotes responsible consumption	3.39	0.74	2.96	0.58	3.25	0.72	Agree
10	ICT improves household management knowledge	3.36	0.76	3.02	0.57	3.25	0.72	Agree
	Overall mean	**3.20**	**0.31**	**2.68**	**0.30**	**3.04**	**0.39**	**Agree**

Key: $\bar{x}$=*mean*
SD = Standard Deviation

Table 3 presents the mean and standard deviation of respondents' responses on the extent to which digital transformation promotes sustainable development through Home Economics education in Imo State. The findings revealed that both students and Home Economics teachers agreed that digital transformation promotes sustainable development, as all the item mean scores were above the criterion mean of 2.50. The overall mean scores of 3.20 for students, 2.68 for Home Economics teachers, and a grand mean of 3.04 indicate general agreement among the respondents. This implies that digital transformation enhances problem-solving, innovation, adaptability, vocational skills, environmental awareness, resource management, and knowledge of sustainable development through Home Economics education in Imo State.

Hypothesis Two ($H_{0\ 2}$): There is no significant difference in the mean responses of Home Economics teachers and students on the extent to which digital transformation promotes sustainable development through Home Economics education in Imo State.

Table 4: t-test Analysis of the Mean Responses of Home Economics Teachers and Students on the Extent to Which Digital Transformation Promotes Sustainable Development through Home Economics Education in Imo State

Variables	N	Mean	SD	Df	T	Sig	Decision
Students	550	3.20	0.31	798	22.53	0.00	Rejected
Home Economics Teachers	250	2.68	0.30				

$\alpha = 0.05$

Table 4 presents the t-test analysis of the mean responses of Home Economics teachers and students on the extent to which digital transformation promotes sustainable development through Home Economics education in Imo State. The result revealed a significant difference in the mean responses of the respondents, as the calculated significance value of 0.00 is less than the 0.05 level of significance. Therefore, the null hypothesis was rejected. This implies that Home Economics teachers and students differed significantly in their responses on the extent to which digital transformation promotes sustainable development through Home Economics education in Imo State

Research Question 3: What roles does digital transformation play in enhancing societal resilience through Home Economics education in Imo State?

Table 5: Mean and Standard Deviation of Respondents' Responses on the Roles of Digital Transformation in Enhancing Societal Resilience through Home Economics Education in Imo State.

		Students		Home Economics Teachers		Overall		
S/N	**Item Statement**	$\bar{x}$	**SD**	$\bar{x}$	**SD**	$\bar{x}$	**SD**	**Decision**
1	Digital technologies encourage self-reliance	3.35	0.68	2.98	0.56	3.24	0.67	Agree
2	Online learning improves coping skills during crises.	3.04	0.80	2.38	0.83	2.84	0.87	Agree
3	Digital tools enhance communication skills among students.	3.16	0.81	2.38	0.92	2.92	0.92	Agree
4	Digital education promotes critical thinking skills.	3.16	0.80	2.63	0.84	2.99	0.85	Agree
5	Technology-based learning improves decision-making abilities	3.40	0.74	2.96	0.67	3.26	0.74	Agree
6	Digital transformation supports lifelong learning skills.	3.31	0.78	2.88	0.71	3.17	0.78	Agree
7	Digital resources promote collaboration learning	3.26	0.81	2.71	0.78	3.09	0.84	Agree
8	Digital learning enhances students' confidence during challenges	3.20	0.79	2.66	0.70	3.03	0.80	Agree
9	ICT improves students' resilience to social and economic changes.	3.23	0.82	2.57	0.82	3.03	0.88	Agree
10	ICT enhances students' problem-solving abilities.	3.36	0.78	2.29	1.03	3.03	0.99	Agree
	Overall mean	**3.25**	**0.31**	**2.65**	**0.29**	**3.06**	**0.41**	Agree

Key: $\bar{x}$=*mean*
SD = Standard Deviation

Table 5 presents the mean and standard deviation of respondents' responses on the roles of digital transformation in enhancing societal resilience through Home Economics education in Imo State. The findings revealed that both students and Home Economics teachers agreed that digital transformation plays significant roles in enhancing societal resilience, as all the item mean scores were above the criterion mean of 2.50. The overall mean scores of 3.25 for students, 2.65 for Home Economics teachers, and a grand mean of 3.06 indicate general agreement among the respondents. This implies that digital transformation promotes self-reliance, critical thinking, communication, decision-making, collaboration, lifelong learning, and problem-solving abilities needed for coping with social and economic challenges through Home Economics education in Imo State.

Hypothesis Three ($H_{0\ 3}$): There is no significant difference in the mean responses of Home Economics teachers and students on the role of digital transformation in enhancing societal resilience through Home Economics education in Imo State.

Table 6: t-test Analysis of Respondents' Responses on the Role of Digital Transformation in Enhancing Societal Resilience through Home Economics Education in Imo State.

Variables	**N**	**Mean**	**SD**	**Df**	**t**	**Sig**	**Decision**
Students	550	3.25	0.31	798	25.75	0.00	Rejected
Home	250	2.65	0.29				

Economics Teachers

$\alpha = 0.05$

Table 6 presents the t-test analysis of the mean responses of Home Economics teachers and students on the role of digital transformation in enhancing societal resilience through Home Economics education in Imo State. The result revealed a significant difference in the mean responses of the respondents, as the calculated significance value of 0.00 is less than the 0.05 level of significance. Therefore, the null hypothesis was rejected. This implies that Home Economics teachers and students differed significantly in their responses on the role of digital transformation in enhancing societal resilience through Home Economics education in Imo State.

Discussion of the Findings

The findings in table I show that that digital transformation has a significant influence on the development of entrepreneurial skills in Home Economics education in Imo State. Respondents agreed that digital technologies enhance creativity, innovation, vocational competence, problem-solving abilities, and self-reliance among learners. The findings of the study is not surprising because the findings corroborated with the findings of Joseph and Uzondu, (2024) which stated that the integration of digital technologies into Home Economics education exposes learners to global trends, innovative practices, and entrepreneurial opportunities in areas such as Food and Nutrition, Fashion and Design, Home Management, and Interior Decoration. This is also evidence to the findings of Lozić & Fotova Čiković (2024) who reported that fashion designers and food entrepreneurs now utilize digital tools for online marketing, product display, training, and customer communication, thereby improving productivity and economic growth

The findings in table 2 show that digital transformation promotes sustainable development through Home Economics education in Imo State. The findings specifically shows that digital technologies improve environmental awareness, adaptability, resource management, vocational skills, and awareness of sustainable development goals. The findings of the study supported the findings of Okafor and Chukwu, (2024) who stated that the relationship between Home Economics and sustainable development is reflected in their shared commitment to responsible resource management, sustainable living practices, and long-term societal well-being. The findings aligned with the findings of Eze and Nwosu, (2023) which stated that the concept of sustainable development remains highly relevant to Home Economics because both are concerned with improving human life through the effective management and utilization of available resources.

The findings of the study supported the views of Nwankwo, (2024) that both concepts also involves the effective utilization of resources, strategic investment decisions, technological advancement, and institutional reforms that enhance the capacity of both present and future generations to meet their needs and aspirations The findings in table 3 indicated that digital transformation plays important roles in enhancing societal resilience through Home Economics education in Imo State. The respondents agreed that digital technologies promote self-reliance, communication, critical thinking, decision-making, collaboration, and problem-solving skills necessary for coping with social and economic challenges. The findings of the study supported the findings of Veckalne and Tambovceva, (2022) who reported that digital transformation also contributes to societal resilience by equipping learners with essential competencies such as digital literacy, critical thinking, communication, adaptability, and problem-solving skills required for coping with social and economic challenges in the modern world . .

However, the findings supported the findings of Joseph & Uzondu, (2024) who stated that integration of digital technologies into Home Economics education can strengthen students' entrepreneurial capacities and enhance societal resilience among learners

Conclusion

Based on the findings of the study, it was concluded that digital transformation plays a significant role in improving Home Economics education for sustainable development and societal resilience in Imo State. The integration of digital technologies into Home Economics education enhances entrepreneurial development, promotes sustainable living practices, and equips learners with essential skills needed for self-reliance and adaptation to societal challenges. Therefore, effective integration of digital technologies into Home Economics education is essential for preparing students for productive living and sustainable national development.

Recommendations

1. Government and school authorities should provide adequate digital facilities and internet access in secondary schools to support effective digital transformation in Home Economics education.
2. Teachers should be trained regularly on the use of digital technologies and innovative teaching methods to enhance entrepreneurial skills and sustainable development among students.
3. Digital tools and resources such as multimedia materials, online tutorials, and virtual demonstrations should be integrated into Home Economics teaching to promote societal resilience and practical skill acquisition among learners.

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