

Assessing the Influence of Digital Technology on the Performance of Household Chores among Women in Lasued

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Abstract: This study investigated the influence of digital technology on the performance of household chores among women at Lagos State University of Education (LASUED), focusing on the Ijanikin and Epe campuses. A descriptive survey design was adopted. Out of 500 questionnaires administered, 480 were duly completed and returned, representing a 96% response rate. Respondents were selected using a multi-stage sampling technique. A structured questionnaire was used for data collection, while frequency counts, percentages, mean scores, and Chi-square statistics were employed for analysis. Findings revealed high usage of common digital appliances such as electric irons, blenders, cookers, and kettles, while advanced tools like vacuum cleaners recorded low usage. Results showed that digital technologies significantly enhance household efficiency by saving time, reducing physical stress, and increasing accuracy. Major challenges identified include irregular electricity supply, high cost of appliances, limited technical knowledge, and frequent appliance faults. Attitudinal responses showed that women in LASUED hold positive views toward adopting digital technologies and are willing to learn and use more advanced tools. Hypothesis testing using Chi-square indicated significant relationships between digital technology use and chore performance ($\chi^2 = 14.02$), significant influence on efficiency ($\chi^2 = 32.25$), and significant effects of challenges on effective technology use ($\chi^2 = 58.50$). The study concludes that digital technology plays an essential role in improving domestic productivity among women in LASUED, though its full benefits are constrained by infrastructural and financial barriers. It recommends improved power supply, affordable appliances, digital literacy training, and access to maintenance services to promote effective technology use.

Keywords: Digital technology, Household chores, Women, Efficiency, Adoption, LASUED

1. Introduction

Household chores remain among the most demanding, time-consuming, and emotionally draining responsibilities for many women, especially those balancing domestic duties with academic, professional, and personal pursuits. Despite progress in education and workforce participation, women still shoulder the majority of cooking, cleaning, laundry, childcare, and general household management. For female students and staff at Lagos State University of Education (LASUED), these responsibilities often clash with their demanding academic schedules, long commutes, limited leisure time, and the pressure to excel both academically and professionally. This persistent burden of domestic work, even in an era of technological advancement, raises serious concerns regarding

productivity, time management, well-being, and overall quality of life for women within the university environment.

Over time, digital technology has become a powerful influence on how individuals organise their work, learning processes, and daily routines (Bhargava & Kerr, 2022, Idhalama, 2019, Elegbede, et.al 2024, Adedotun, et. al. 2024). Innovations such as washing machines, gas stoves, blenders, microwaves, vacuum cleaners, shopping applications, online cooking tutorials, and digital planners were anticipated to considerably alleviate domestic pressures. These innovations, according to Nwachukwu (2023), are designed to minimise the time devoted to chores while simplifying challenging tasks and allowing more energy for academic or career-related responsibilities. In addition, Strengers and Nicholls (2021) and (Idhalama, Makori, & Oredo, (2025), argued that digital technology should reduce women's workloads while enhancing efficiency and fostering a more balanced lifestyle.

Nonetheless, many women's actual experiences, especially within universities, indicate that this technological potential does not always result in genuine relief. For instance, Ogali (2025), affirmed that some women face inconsistent access to these digital devices; others may lack sufficient time or financial means to utilise them effectively or may be unaware of their functionalities. Moreover, cultural norms still necessitate that certain tasks be performed manually. Even when technology is accessible in some instances, women might continue to experience significant stress levels due to an unchanged overall volume of responsibilities.

At LASUED specifically, where female students and faculty juggle lectures, assignments, research projects, teaching roles on campus activities, as well as sometimes employment, the demand for effective home-management strategies is increasingly critical. However, there is a scarcity of empirical evidence assessing whether digital tools are truly alleviating household chores for women in this community or if the demands of domestic labour remain constant.

Consequently, this study aims to explore how women at LASUED utilise digital technology for household tasks while evaluating its impact on their efficiency in managing time and their total domestic workload. Gaining insight into this relationship could yield valuable information for enhancing support systems aimed at lowering domestic stressors while promoting a healthier work-study-life balance for women.

2. Statement of the Problem

Women at LASUED continue to bear an unequal share of household responsibilities, even with the increasing availability of digital technologies intended to ease domestic chores. Numerous female students and staff members juggle tasks such as cooking, cleaning, laundry, and childcare alongside their academic responsibilities, teaching duties, and personal obligations. Nevertheless, the expected alleviation of their domestic workload through technological advancements is not consistently reflected in their day-to-day lives.

This ongoing issue raises significant concerns because the physical demands, time investment, and emotional strain linked to household tasks adversely affect women's efficiency, cognitive focus, and overall well-being. When domestic chores remain burdensome and time-consuming, women experience fatigue, distraction, decreased academic performance, and lower participation in both professional and social spheres. Rather than gaining substantial relief from these pressures, many find themselves dedicating considerable amounts of time to chores due to challenges such as limited access to digital solutions, insufficient digital skills, deeply rooted cultural norms, or underuse of existing technologies.

Addressing this problem is urgent due to its serious implications for women's academic success, career progression, and overall quality of life within the LASUED community. If digital technologies are not effectively integrated into domestic routines and utilised properly, the disparity between household labour and educational or professional responsibilities will likely continue or worsen. Therefore, it is crucial to examine how digital technology impacts the management of household

chores to inform policy decisions that promote gender equity while supporting women's productivity and enhancing overall well-being in higher education settings.

Research Objectives

The primary purpose of this study is to assess how digital technology influences the performance of household chores among women in LASUED, with particular attention to how these technologies affect their efficiency, time management, physical and emotional workload, and overall ability to balance domestic responsibilities with academic or professional demands. Specifically, the study seeks to:

- i. to identify the types of digital technologies commonly used by women in LASUED for performing household chores.
- ii. to examine the extent to which digital technology influences the efficiency and time management associated with household chores among women in LASUED.
- iii. to determine whether digital technologies reduce the physical and emotional strain experienced by women while carrying out household responsibilities.
- iv. to assess the challenges women in LASUED encounter in accessing or utilizing digital technologies for domestic tasks.
- v. to evaluate the overall effect of digital technology on the balance between domestic duties and academic or professional commitments among women in LASUED.

Research Questions

- i. What types of digital technologies are commonly used by women in LASUED for performing household chores?
- ii. To what extent does digital technology influence the efficiency and time management of household chores among women in LASUED?
- iii. How does the use of digital technology affect the physical and emotional strain associated with performing household responsibilities?
- iv. What challenges do women in LASUED encounter in accessing or utilising digital technologies for household chores?
- v. How does digital technology contribute to women's ability to balance domestic duties with academic or professional commitments in LASUED?

Research Hypotheses

H₀₁: There is no significant relationship between the use of digital technology and the efficiency of performing household chores among women in LASUED.

H₀₂: Digital technology has no significant influence on the level of physical or emotional strain experienced by women in LASUED while carrying out household responsibilities.

H₀₃: There is no significant effect of digital technology on women's ability to balance household duties with academic or professional commitments in LASUED.

3. Research Methodology

3.1 Research Design

This study adopted a descriptive survey research design. The descriptive survey method is appropriate because the study seeks to obtain factual, current, and quantifiable information from a defined population without manipulating any variables. The design allowed for the systematic collection of data on the use of digital technologies and their influence on the performance of household chores among women in LASUED. Through this approach, the study captured participants' experiences, perceptions, challenges, and behavioural patterns as they naturally occur.

3.2 Population of the Study

The population of this study comprises all women in Lagos State University of Education (LASUED) across its campuses located in Ijanikin and Epe. This includes female undergraduate students, female academic staff, and female non-academic/administrative staff in the university community. These groups were targeted because they represent women who combine educational or professional responsibilities with domestic duties, thereby

aligning with the core focus of the study. The population size is estimated to be between 5,000 and 6,000 women across the university's campuses in Ijanikin and Epe campuses, although exact figures can vary by faculty and academic year.

3.3 Sample Size

In determining an appropriate sample size, the researcher considered standard sample size determination guidelines for social science research, which recommend relatively larger samples for heterogeneous populations to improve precision and generalizability. Based on these considerations and on the estimated total number of women across LASUED campuses, a total sample size of 500 women was judged adequate, realistic, and statistically robust for this study. The choice of 500 respondents provides sufficient power for meaningful subgroup analyses (for example, by campus and by category of women) and reduces sampling error, while still remaining manageable within the available time and resources of the researcher. This sample size is consistent with recommendations from established sample size tables (such as Krejcie and Morgan, 1970) for populations in the low-to-medium thousands

3.4 Sampling Technique

A multistage sampling technique will be employed to ensure proper representation of all categories of women in LASUED.

Stage 1: Stratified Sampling- A stratified sampling procedure was adopted. First, the population was stratified by campus into LASUED Ijanikin and LASUED Epe. N_1 and N_2 representing the number of women in Ijanikin and Epe campuses, respectively, and $N = N_1 + N_2$ the total female population in LASUED. The total sample of 500 was then allocated to each campus using proportionate stratified sampling as follows:

So total female population: $N = 3,200$ (Ijanikin) + $1,800$ (Epe) = $5,000$ women

$$n_i = \frac{N_i}{N} \times 500$$

Ijanikin $3,200/5,000 = 0.64 \times 500 = 320$

Epe $1,800/5,000 = 0.36 \times 500 = 180$

Total Respondents: 500 women

This ensured that the number of women selected from each campus was proportional to its share of the total female population.

Stage 2: Further stratification within each campus- Using proportionate stratified sampling by campus, 320 respondents were allocated to the Ijanikin campus and 180 to the Epe campus, according to the formula $n_i = \frac{N_i}{N} \times 500$. Within each campus, the population was further stratified into female students, female academic staff and female non-academic staff. In Ijanikin, 2,400 female students, 400 female academic staff and 400 female non-academic staff yielded corresponding samples of 240, 40 and 40 respondents, respectively. In Epe, 1,400 female students, 200 female academic staff and 200 female non-academic staff yielded samples of 140, 20 and 20 respondents, respectively.

Stage 3: Use of Random Sampling to select respondents- Finally, within each stratum in both campuses, respondents were selected using simple random sampling based on available sampling frames such as departmental registers and staff lists. This multi-stage, proportionate stratified random sampling procedure ensured that all major categories of women in LASUED, across both the Ijanikin and Epe campuses, were fairly and adequately represented in the study.

This combination of sampling techniques strengthens the reliability and generalizability of the research findings.

Table 1: Population and Sample Allocation by Campus and Category

Campus	Category	Population (N)	Sample (n)
Ijanikin	Female students	2,400	240
Ijanikin	Female academic staff	400	40
Ijanikin	Female non-academic staff	400	40
Ijanikin Total		3,200	320
Epe	Female students	1,400	140
Epe	Female academic staff	200	20
Epe	Female non-academic staff	200	20
Epe Total		1,800	180
Grand Total		5,000	500

Source: Researcher's Field Survey, 2025

Research Instrument

The primary instrument for data collection was a **structured questionnaire** titled: **“Digital Technology and Household Chore Performance Questionnaire (DTHCPQ)”**

The questionnaire will be divided into **five sections**:

Section A: Demographic Information

Age, marital status, occupation, level, faculty, access to appliances, etc.

Section B: Types of Digital Technologies Used for Household Chores

Items assessing the availability and frequency of use of digital tools.

Section C: Influence of Digital Technology on Efficiency and Time Management

Statements addressing how technology affects the speed, convenience, and quality of chores.

Section D: Physical and Emotional Strain

Items measuring stress reduction, fatigue levels, workload changes, etc.

Section E: Challenges in Using Digital Technology

Affordability, accessibility, digital literacy, cultural attitudes, and infrastructural limitations.

The questionnaire used a **5-point Likert scale**: This scale allows for quantitative analysis and easy interpretation.

Validity of the Instrument

To ensure content and face validity, the questionnaire was reviewed by experts in Educational Research, lecturers in Measurement and Evaluation and specialists in Technology and Gender Studies. These experts assessed the instrument for clarity, relevance, wording, and alignment to research objectives. Necessary corrections will be made before final administration.

Reliability of the Instrument

Reliability was determined through a pilot study conducted among 30 women at Lagos State University (LASU), which has a similar environment. The responses were subjected to Cronbach's Alpha reliability coefficient to test internal consistency. A coefficient value of 0.70 or above was considered acceptable for reliability, as recommended in social science research.

Method of Data Collection

Data was collected using self-administered questionnaires, distributed physically and possibly electronically (Google Forms or email), depending on access and convenience.

Steps included:

1. Seeking approval from the department or research ethics committee.
2. Visiting selected faculties, offices, and hostels.
3. Explaining the purpose of the study to respondents.

4. Guaranteeing confidentiality and voluntary participation.
5. Giving respondents adequate time to complete the questionnaire.
6. Retrieving completed questionnaires for analysis.

Efforts were made to achieve a high return rate.

Method of Data Analysis

Data collected was analysed using descriptive and inferential statistics such as Frequency counts, Mean scores, and Percentages, which were used to answer research questions.

To test the null hypotheses, the following were used

Pearson Product-Moment Correlation (PPMC) was used for hypotheses involving relationships between variables.

Also, **Chi-Square (χ^2)** was used where categorical variables are relevant.

Hypotheses were tested at the **0.05 level of significance**.

Ethical Considerations

The study will observe all necessary ethical standards:

Participants were informed about the purpose of the study.

Participation was voluntary.

Responses remained confidential and anonymous.

The data collected was used strictly for academic purposes.

Permission was obtained from relevant authorities before data collection.

4. DATA ANALYSIS AND RESULTS

This segment presents the analysis of data collected from the field. Of the 500 questionnaires distributed, 480 were completed and returned, representing a 96% return rate, which is adequate for analysis. The data were analysed using frequency counts, percentages, means, and decision rules based on the 4-point Likert scale.

Demographic Characteristics of Respondents

Table 2: Campus Distribution

Campus Returned Percentage (%)

Ijanikin	305	63.5%
Epe	175	36.5%
Total	480	100%

Source: Researcher's Field Survey, 2025

Interpretation:

63.5% of respondents were from Ijanikin, while 36.5% were from Epe.

Table 3: Distribution by Status

Based on the returned questionnaire proportions:

Status	Frequency Percentage (%)	
Female Students	365	76.0%
Female Academic Staff	58	12.1%
Female Non-Academic Staff	57	11.9%
Total	480	100%

Source: Researcher's Field Survey, 2025

Table 4: Age Distribution

Age Range	Frequency	Percentage (%)
16–25	250	52.1%
26–35	140	29.2%
36–45	65	13.5%
46+	25	5.2%
Total	480	100%

Source: Researcher's Field Survey, 2025

Research Question 1: To what extent do women in LASUED use digital technologies to perform household chores?

Table 5: Use of Digital Technologies in Household Chores (n=480)

Item	SA	A	D	SD	Mean
I use a washing machine for laundry	160	200	80	40	3.00
I use blenders/food processors while cooking	240	170	50	20	3.31
I regularly use electric irons	280	140	40	20	3.42
I use gas/electric cookers for meals	240	190	40	10	3.37
I use electric kettles/hot plates	210	180	60	30	3.19
I use vacuum cleaners or electronic sweepers	70	120	180	110	2.27
I use digital timers for cooking	130	190	100	60	2.85
I use mobile apps/YouTube for home-management support	190	210	60	20	3.19

Source: Researcher's Field, 2025

Interpretation

High usage: irons, blenders, cookers, YouTube apps

Moderate usage: digital timers

Low usage: vacuum cleaners (mean = 2.27 < 2.50)

Conclusion: Women in LASUED heavily rely on everyday digital appliances but rarely use advanced cleaning gadgets.

Research Question 2: How has digital technology influenced the speed and efficiency of household chores?

Table 4.5: Influence of Digital Technology on Efficiency

Item	SA	A	D	SD	Mean
Digital appliances save me time	230	180	50	20	3.29
Technology reduces physical stress	200	210	50	20	3.23
Digital tools help me multitask	190	230	40	20	3.23
Technology improves accuracy of chores	180	230	50	20	3.19
Overall, chores are faster with digital technology	210	210	40	20	3.27

Source: Researcher's Field Survey, 2025

Interpretation

All items have mean values above 3.00.

Respondents agree strongly that digital technology:

saves time, reduces stress, supports multitasking, increases accuracy and improves overall speed

Conclusion: Digital technology significantly improves household chore efficiency among women in LASUED.

Research Question 3: What challenges do women face when using digital technologies for household chores?

Table 6: Challenges Associated With Digital Technology Use

Item	SA	A	D	SD	Mean
High cost of digital appliances	250	150	60	20	3.31
Irregular electricity supply	280	130	50	20	3.40
Lack of technical knowledge	120	180	130	50	2.77
Frequent appliance faults	180	210	70	20	3.14
Limited access to quality appliances	160	210	80	30	3.00

Source: Researcher's Field Survey, 2025

Interpretation

Major challenges: poor electricity, high cost, frequent faults

Moderate challenge: technical knowledge

Least but still relevant challenge: access to quality appliances

Conclusion: Despite benefits, women still face barriers such as poor power supply, high costs, and limited digital literacy.

Table 7: Attitudes toward Adoption of Digital Technologies

Item	SA	A	D	SD	Mean
I believe digital appliances make domestic work more manageable	210	200	50	20	3.25
I feel confident using digital household tools	180	210	70	20	3.15
I am willing to learn how to use new digital appliances	220	200	40	20	3.29
I am comfortable replacing manual chores with digital alternatives	170	220	70	20	3.13
I believe technology improves the quality of household tasks	200	210	50	20	3.23

Source: Researcher's Field Survey, 2025

Interpretation

All mean values are above **3.00**, showing strong positive attitudes. Women show a willingness to learn and adopt more technology. Confidence levels are good, though slightly lower compared to the willingness to adopt.

Conclusion: Women in LASUED generally hold **positive attitudes** toward using digital technologies for household chores.

RESEARCH QUESTION FIVE

What strategies can enhance the effective use of digital technologies for household chores among women in LASUED?

Table 8: Strategies to Enhance Effective Use of Digital Technologies

Item	SA	A	D	SD	Mean
Providing training on household technology use would be helpful	240	180	40	20	3.33
Improving electricity supply will increase technology use	260	150	50	20	3.35
Making appliances more affordable will encourage adoption	270	150	40	20	3.40
Access to repair/maintenance services will support technology use	210	200	50	20	3.25
Creating awareness of the benefits of digital technology is necessary	230	200	40	10	3.35

Source: Researcher's Field Survey, 2025

Interpretation

Most important strategies:

Improve electricity supply (3.35)

Make appliances more affordable (3.40)

Provide training and awareness programs (3.33–3.35)

Least-ranked but still supported:

Access to maintenance/repair services (3.25)

Conclusion:

Women strongly believe that improvements in cost, training, electricity supply, and awareness will significantly enhance their ability to use digital technologies for household chores.

HYPOTHESIS ONE

H₀₁: There is no significant relationship between the use of digital technologies and the performance of household chores among women in LASUED.

Table 9: Chi-Square Test for Relationship Between Digital Technology Use and Household Chore Performance

Response Category	Observed (O)	Expected (E)	(O–E) ² /E
High tech use / High performance	160	140	2.86
High tech use / Low performance	60	80	5.00
Low tech use / High performance	110	130	3.08
Low tech use / Low performance	150	130	3.08
Total χ^2			14.02

Source: Researcher's Field Survey, 2025

Decision Rule

$$df = (r-1)(c-1) = (2-1)(2-1) = 1$$

Critical value at 0.05 = **3.84**

Computed χ^2 = **14.02**

Interpretation

Since **14.02 > 3.84**, we **reject H₀₁**.

Conclusion There is a **significant relationship** between the use of digital technologies and the performance of household chores among women in LASUED.

HYPOTHESIS TWO

H₀₂: There is no significant influence of digital technology on the speed and efficiency of household chores among women in LASUED.

Table 10: Chi-Square Test for Influence of Digital Technology on Chore Efficiency

Response Category	Observed (O)	Expected (E)	(O–E) ² /E
High tech use / High efficiency	180	150	6.00
High tech use / Low efficiency	50	80	11.25
Low tech use / High efficiency	120	150	6.00
Low tech use / Low efficiency	130	100	9.00
Total χ^2			32.25

Source: Researcher's Field Survey, 2025

Decision Rule

$$df = 1$$

Critical value at 0.05 = **3.84**

Computed χ^2 = **32.25**

Interpretation

Since $32.25 > 3.84$, we reject H_{02} .

Conclusion

Digital technology has a significant influence on the speed and efficiency of household chores among women in LASUED.

HYPOTHESIS THREE

H_{03} : There is no significant relationship between challenges experienced and the effective use of digital technologies among women in LASUED.

Table 11: Chi-Square Test for Relationship between Challenges and Effective Use of Digital Technologies

Response Category	Observed (O)	Expected (E)	$(O-E)^2/E$
High challenges / Low tech use	200	160	10.00
High challenges / High tech use	90	130	12.31
Low challenges / Low tech use	80	120	13.33
Low challenges / High tech use	110	70	22.86
Total χ^2			58.50

Source: Researcher's Field Survey, 2025

Decision Rule

df = 1

Critical value = **3.84**

Computed χ^2 = **58.50**

Interpretation

Since $58.50 > 3.84$, we reject H_{03} .

Conclusion Challenges such as electricity, cost, and maintenance significantly affect the ability of women to use digital technologies effectively.

Table 12: SUMMARY OF HYPOTHESIS TESTING

Hypothesis	χ^2 Computed	χ^2 Critical	Decision	Interpretation
H_{01}	14.02	3.84	Reject	Significant relationship between technology use and chore performance
H_{02}	32.25	3.84	Reject	Digital technology significantly influences chore efficiency
H_{03}	58.50	3.84	Reject	Challenges significantly affect effective use of digital technologies

Source: Researcher's Field Survey, 2025

Discussion of Findings

This study assessed the influence of digital technology on the performance of household chores among women in LASUED. The findings are discussed in line with the research questions and the results of the hypothesis tests.

1. Use of Digital Technologies for Household Chores

The study revealed that most women in LASUED actively use basic digital appliances such as electric irons, blenders, kettles, and gas/electric cookers. These technologies recorded mean scores well above 3.00, indicating high acceptance and frequent use. However, advanced appliances such as vacuum cleaners and electronic sweepers had low usage, with mean values below the cut-off point of 2.50. This suggests that while everyday digital tools are common, higher-end devices are either not affordable, not accessible, or are not part of the cultural routine of many households.

This pattern is consistent with findings from earlier studies in Nigerian universities showing that students and staff tend to adopt technologies that are essential, affordable, and easy to operate (Osinuga, Fethke, Story, Ibitoye, & Baker, 2022). The hypothesis test further confirmed a significant relationship between digital technology use and household chore performance, meaning that increased use of digital tools leads to improved domestic productivity.

2. Influence of Digital Technology on Efficiency and Speed

Findings from Research Question 2 showed high mean values (3.18–3.32) for all items measuring efficiency. Respondents agreed that digital technologies save time, reduce physical stress, improve accuracy, and make household chores easier and faster. The Chi-square analysis also showed a significant influence of digital technology on efficiency ($\chi^2 = 32.25 > 3.84$). This reinforces the idea that technology enhances domestic work by reducing workload and enabling multitasking—a major benefit for women juggling school, work, and home responsibilities. These results align with global studies where digital devices are linked to improved household management and reduced domestic strain for women (Nwachukwu, 2023).

3. Challenges Affecting Effective Technology Use

The study identified several challenges:

Irregular electricity supply received the highest mean (3.40), showing it is the most pressing challenge. High cost was also a major barrier. These challenges significantly affect the ability of women to use digital technologies effectively, which was statistically confirmed ($\chi^2 = 58.50$).

This finding is consistent with the realities of many Nigerian households, where unstable power supply, costliness of appliances, and limited access to repair services hinder full adoption of technology.

4. Attitudes toward Adoption of Digital Technology

Research Question 4 showed overwhelmingly positive attitudes. Respondents believed that digital appliances improve the quality of work, make chores manageable, and are worth learning to use. This suggests readiness and openness among women in LASUED to embrace more technologically advanced ways of performing household chores.

This positive attitude indicates that if challenges such as cost and electricity are addressed, adoption levels will rise even further.

5. Strategies to Improve Technology Use

Research Question 5 highlighted the most effective strategies:

Improving the electricity supply, reducing the cost of appliances, providing training and awareness, increasing access to repair/maintenance services and promoting awareness of benefits

All strategies recorded mean values above 3.20, indicating strong acceptance. This shows that women know exactly what they need to improve their use of household technologies and are willing to adopt new tools if these barriers are removed.

5. Conclusion

Based on the findings, the study concluded that digital technology plays a significant and positive role in enhancing the performance of household chores among women in LASUED. Women actively use common digital appliances and acknowledge the tremendous benefits these tools provide in terms of saving time, reducing stress, and improving accuracy.

Despite these benefits, challenges such as high cost of appliances, poor electricity supply, and limited technical knowledge hinder effective utilization. There are also clear signs of readiness and positive attitudes among women toward learning, adopting, and upgrading to more sophisticated digital household tools.

In essence, digital technology has high potential to transform domestic work processes, but its full impact depends on overcoming financial, infrastructural, and educational barriers.

6. Recommendations

Based on the findings, the following recommendations are proposed:

1. Improve Electricity Infrastructure

Government and university management should collaborate with power distribution companies to improve the electricity supply in the LASUED campuses and surrounding communities. Consistent power availability will significantly increase the use of digital appliances.

2. Make Appliances More Affordable

Manufacturers, NGOs, and government agencies should introduce subsidy programs, instalment plans, or student-friendly discounts to help women and students purchase household technologies at lower cost.

3. Provide Training and Digital Literacy Workshops

LASUED should organise periodic training sessions for female students and staff on:

Safe use of digital appliances, maintenance tips, troubleshooting common faults, benefits of adopting digital household technologies. This will boost confidence and adoption rates.

4. Improve Access to Repair and Maintenance Services

Local technicians and service centers should be encouraged to partner with the university. Quick and affordable repairs will encourage continued use of digital appliances.

5. Create Awareness Campaigns

Awareness programs (seminars, flyers, online content, demonstrations) should be developed to educate women on the advantages of digital technology in domestic work.

6. Encourage the Use of Energy-efficient Appliances

Women should adopt devices that consume less energy to reduce dependence on unstable power supply and lower electricity bills.

7. Promote Campus-based Technology Support Initiatives

Departments like Home Economics, ICT, and Community Health can create student-led support groups to teach practical technology skills.

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