

Analyzing the Influence of Hospitality Industry Trends on Home Economics Education and Family Consumer Sciences

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Abstract: *The hospitality industry is undergoing rapid transformation due to technological advancements, shifting consumer behaviors, and growing sustainability concerns. These changes significantly influence Home Economics and Family Consumer Sciences (FCS) education. However, the integration of these industry trends into educational curricula remains inadequate, leaving graduates ill-equipped for dynamic industry demands. This study examines the relationship between hospitality industry trends and the effectiveness of FCS curricula, focusing on sustainability, technological advancements, and consumer behavior. It hypothesizes that aligning FCS education with hospitality trends enhances curriculum relevance, teaching methodologies, and graduate employability. The research employed a cross-sectional survey in Oyo Town, Oyo State, Nigeria, targeting educators, hospitality professionals, and families involved in consumer sciences. A multi-stage sampling technique was used to select 220 respondents, stratified by local government areas, profession, and demographics. Data collection involved structured questionnaires and interviews, with descriptive and inferential statistics such as chi-square and regression analyses applied to test hypotheses. Results reveal that 70% of respondents agreed sustainability practices are essential in FCS education, while 65% emphasized the need for incorporating technological advancements. Regression analysis showed a significant positive impact ($p < 0.001$) of hospitality industry trends on FCS curriculum effectiveness. Furthermore, personalized services and consumer behavior trends were highlighted as critical areas for curriculum innovation. To address gaps, the study recommends integrating sustainability and technology-focused modules into FCS curricula and fostering academia-industry collaborations. These steps ensure that education adapts to industry dynamics, enhancing graduate readiness for evolving professional and personal challenges. The findings underscore the critical role of FCS education in equipping students with relevant, future-ready skills.*

Key Words: Hospitality Industry Trends, Home Economics Education, Family Consumer Science, Sustainability Practices

INTRODUCTION

The hospitality industry is undergoing profound transformations, driven by advancements in technology, evolving consumer preferences, and growing sustainability concerns (Aksoy et al., 2022). These forces are reshaping both business operations and educational programs. While technology has become essential for enhancing educational quality and securing a competitive edge, hospitality programs have historically been slow to adapt (Mills & Douglas, 2004). The industry continues to face challenges in operations, marketing, technology, and economics, with pressing issues such as sustainable development, labor costs, and multicultural dynamics taking center stage (Wang & Wang, 2009). In response, there is an increasing demand for skilled professionals capable of addressing complex problems in tourism, hospitality, and events management (Oloyede et al., 2024; Airey et al., 2014). To meet this demand, educational institutions must develop innovative curricula that align with current trends and prepare students for the dynamic hospitality landscape (Airey et al., 2014; Mills & Douglas, 2004). Similarly, the fields of Home Economics and Family Consumer Sciences (FCS) education are evolving to reflect societal changes and prepare students for both professional and personal life management. Traditionally focused on practical skills such as nutrition and household management (Poirier et al., 2017), these disciplines have expanded to include financial literacy, sustainable living, and hospitality-related skills (Romero et al., 2024). Education for Sustainable Development and consumer-citizenship education have become critical elements of Home Economics curricula, driven by the moral imperative to address global challenges (Johnson, 2014). To equip students for future demands, educators are increasingly adopting student-centered learning approaches that emphasize 21st-century skills such as reflective thinking, personal development, and digital literacy (Kuusisaari, 2022). These efforts aim to cultivate critical thinking, employability, and career readiness, empowering students to thrive in an ever-changing world (Poirier et al., 2017; Romero et al., 2024).

Technological advancements are significantly reshaping the hospitality industry and its educational counterparts. Innovations such as artificial intelligence, automation, and virtual reality are revolutionizing service delivery, enhancing customer experiences, and improving operational efficiency (Zrnić&Božić, 2024; Prakaash& Eugene, 2024). These technologies are also being integrated into hospitality education, with digital tools becoming indispensable for modern teaching and learning (Mills & Douglas, 2004). At the same time, sustainability has emerged as a critical focus, with businesses adopting eco-friendly practices to meet consumer expectations and enhance organizational performance (Singh et al., 2023). While these advancements create new opportunities, they also present challenges that require strategic solutions (Singh et al., 2023; Zrnić&Božić, 2024). To remain relevant, hospitality and tourism education must adapt to these technological and sustainability trends (Mills & Douglas, 2004). In FCS education, sustainability has become a cornerstone, with lessons focusing on eco-friendly practices in food, energy, and consumer choices to foster sustainable communities (Poirier et al., 2017). Similarly, the hospitality industry is shifting towards personalized services, driven by data analytics and customer relationship management. This trend is mirrored in FCS education, where students are taught to manage family resources in ways that align with personalized service delivery (Chen et al., 2009). Environmental sustainability is also gaining prominence in tourism and hospitality, with a growing emphasis on promoting responsible consumer behavior (Oloyede et al., 2024; Han, 2021). Home Economics contributes to sustainable consumption by encouraging local and regional sourcing, addressing resource scarcity, and promoting global equity (Lorek&Wahlen, 2012). These educational adaptations aim to prepare students for the workforce while supporting lifelong learning (Poirier et al., 2017).

Collaboration between academia and industry is increasingly emphasized as a way to prepare graduates for the evolving workforce (Nguyen et al., 2023; Akhil Raj et al., 2023). Key priorities in hospitality education include curriculum innovation, work-integrated learning, and partnerships with industry stakeholders (Akhil Raj et al.,

2023). Leading universities are focusing on tailored specializations, high-quality internships with reputable hospitality brands, and core subjects such as hospitality management, food and beverage, and marketing (Ivančić et al., 2023). Meanwhile, economic and technological changes continue to challenge the sector, with supply-demand dynamics and the adoption of new technologies remaining top priorities for both academics and practitioners (Aksoy et al., 2022). Environmental sustainability is expected to play an even larger role in the future (Aksoy et al., 2022). Addressing these trends requires proactive industry engagement in redesigning educational programs and greater industry support for higher education institutions (Nguyen et al., 2023). Recent research highlights key challenges and trends shaping the hospitality industry and its educational fields. Sustainability has become a central focus, reflected in the growing emphasis on Sustainability in Hospitality Education (SHE), which aims to build awareness and competencies aligned with the Sustainable Development Goals (Piramanayagam et al., 2023). The industry continues to face challenges across operational, marketing, technological, and economic areas (Wang & Wang, 2009). In FCS education, research priorities include evaluating teaching effectiveness, recruiting and retaining qualified teachers, exploring diverse instructional strategies, and addressing the field's public image and perception (Davis & Alexander, 2009). These trends underscore the need for educational programs to align with industry demands and societal shifts, particularly in the areas of sustainability, technology, and changing consumer behavior.

Statement of the Research Problem

The hospitality industry is undergoing rapid transformation driven by technological advancements, necessitating significant changes in hospitality education programs (Mildred NuongDeri&Neethiahnanthan Ari Ragavan, 2023). While technology plays a pivotal role in enhancing educational quality and achieving a competitive edge, hospitality and tourism programs have struggled to keep pace with industry developments, leading to a workforce that lacks the skills needed to meet future technological demands, raising concerns about the content and delivery of hospitality education (Pavesic, 1993; Mills & Douglas, 2004). The COVID-19 pandemic further accelerated automation and digitalization in the sector, intensifying the gap between the skills required by the industry and those provided by Higher Education Institutions, emphasizing the need for educational programs to adapt by including training on emerging technologies, exposing students to real-world working environments, and incorporating essential skills such as design, programming, and cybersecurity to prepare graduates for the evolving demands of the hospitality industry (Montaudon-Tomas et al., 2021; Mildred NuongDeri&Neethiahnanthan Ari Ragavan, 2023). Beyond technological advancements, recent research highlights the growing importance of sustainability in both hospitality education and industry practices, with studies indicating consensus among industry managers and educators on embedding sustainability into hospitality curricula as it emerges as a new standard in the field, though challenges persist in defining sustainability and ensuring comprehensive reporting practices (Millar & Park, 2013; Deale & Barber, 2012; Jones et al., 2016). A recommended approach involves viewing sustainability as the ultimate context with hospitality as a sub-component, ensuring students are better prepared to address the industry's evolving priorities while recognizing the current limitations in integrating sustainability education into curricula (Boley, 2011; Deale & Barber, 2012). To address this gap effectively, collaboration between educators and industry professionals is essential to create curricula that align with contemporary trends and prepare students for the challenges of modern hospitality career

Objectives

Objectives of the study are:

1. To examine the role of sustainability practices in the hospitality industry and their integration into Home Economics education.
2. To analyze the influence of consumer behavior shifts in hospitality on family and consumer science education outcomes.

3. To evaluate the effectiveness of collaborations between hospitality industry professionals and educators in shaping modern Family Consumer Sciences curricula.

Hypotheses:

H₁ There is a significant positive relationship between the incorporation of hospitality industry trends and the effectiveness of Home Economics Education curricula.

H₂ Technological advancements in the hospitality industry will significantly impact the teaching methodologies used in Family Consumer Sciences.

H₃ Sustainability trends in the hospitality industry significantly influence the development of educational content related to environmental responsibility in Home Economics programs.

METHODOLOGY

Research Design and Study Area

The study was conducted in Oyo town, Oyo State, Nigeria, with a focus on understanding the educational and consumer science impacts related to trends in the hospitality industry. The research design was a cross-sectional survey, capturing data at a single point in time from a representative sample of respondents. This design enabled an in-depth analysis of how hospitality trends have influenced family consumer sciences and home economics education, specifically through technology, sustainability, and consumer behavior.

Reconnaissance Survey

A reconnaissance survey was conducted to familiarize the research team with the study area and verify the presence of required study components, such as relevant educational institutions, hospitality establishments, and community centers where respondents would be accessible. This preliminary visit aided in confirming the feasibility of the study area, the availability of respondents, and the appropriateness of the proposed data collection methods.

Population of the Study

The study targeted individuals connected to Family Consumer Sciences and Home Economics Education, such as educators, hospitality professionals, and families involved in consumer sciences activities within Oyo town. This group was selected based on their direct experience with hospitality trends and home economics education, as they could offer valuable insights into the industry's evolving impact on family well-being and educational practices.

Sample Size Determination

A sample size of exactly 220 respondents was chosen to ensure adequate representation of the population while allowing for detailed statistical analysis. This number was derived based on the Taro Yamane formula for sample size calculation, where a 95% confidence level and a margin of error of 5% were applied:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

N =Represents the population size

e =The margin of error

Through this formula, 220 respondents were determined to provide reliable data for the analysis.

Sampling Technique and Sampling Procedure

The study employed a four-stage multi-stage sampling technique to select respondents systematically across Oyo town. This approach ensured representativeness, minimized selection bias, and allowed for a comprehensive analysis of different demographic and professional perspectives relevant to the study

Stage 1: Selection of Study Area (Oyo Town)

Oyo town was purposively selected for its distinct involvement in both hospitality and educational sectors related to family consumer sciences. The town's demographics and activities aligned closely with the research focus, making it an ideal location for studying the intersection of hospitality trends and educational impacts on family and consumer sciences.

Stage 2: Stratification by Local Government Area

The town comprises multiple local government areas (LGAs), including Atiba, Oyo East, and Oyo West. In this stage, stratified sampling was applied to group respondents by LGA to ensure that each area was represented proportionately in line with its population size and relevance to the study. Stratifying by LGA accounted for potential cultural or economic variations within different parts of Oyo town that could influence family consumer sciences practices and perceptions.

Stage 3: Segmentation by Profession and Demographic Group

Within each LGA, respondents were further segmented based on profession and demographic criteria. These segments included educators in Family Consumer Sciences, hospitality industry professionals, and local families with active participation in consumer sciences activities. This segmentation helped target individuals directly linked to the study's themes and ensured diversity across educational and occupational backgrounds.

Stage 4: Random Sampling within Each Segment

Finally, a simple random sampling technique was applied within each segment to select individual respondents, ensuring equal chances of selection within the defined groups. This random sampling was instrumental in creating a balanced sample across all segments, minimizing biases within each LGA and professional category.

Sample Breakdown

- **Atiba LGA:** 80 respondents were selected, comprising 30 hospitality professionals, 30 educators, and 20 family members engaged in consumer sciences.
- **Oyo East LGA:** 70 respondents, divided into 25 hospitality professionals, 25 educators, and 20 family members.
- **Oyo West LGA:** 70 respondents, including 20 hospitality professionals, 25 educators, and 25 family members.

Data Collection

Data collection involved structured questionnaires and semi-structured interviews. The questionnaire captured quantitative data on respondents' interactions with hospitality trends, family consumer sciences, and educational practices. The interviews provided qualitative insights into personal experiences, allowing the study to capture nuanced perspectives on hospitality industry trends and educational practices. Pilot testing of the questionnaire was conducted with a small sample to refine questions for clarity and reliability.

Data Analysis

The collected data were analyzed using both descriptive and inferential statistical methods. Descriptive statistics, such as frequencies, percentages, and means while inferential statistics, including chi-square tests and regression analysis, tested the hypotheses, this approach allowed for identifying significant relationships

between hospitality trends and family consumer sciences outcomes. Content analysis was applied to qualitative data from interviews, enhancing the quantitative findings with thematic insights.

RESULTS AND DISCUSSIONS

Role of Sustainability Practices in Hospitality and Integration into Home Economics Education

Table 1 analyzes respondents' views on integrating sustainability practices into Home Economics Education, reflecting a broader alignment between hospitality industry trends and educational curricula in family and consumer sciences. The mean scores reveal a strong consensus among respondents that sustainability is essential within Home Economics education. This suggests that sustainability, as adopted in hospitality, significantly impacts household and family management practices, indicating an evolving understanding of how Home Economics can support sustainable living.

In the context of the hospitality industry, sustainability has been a driving force for operational change, with businesses adopting eco-friendly practices to meet the demands of environmentally conscious consumers (Oloyede et al., 2024; Chaker, 2023). Key practices include reducing waste, conserving energy, and prioritizing locally sourced products, all of which are increasingly expected by consumers who prioritize environmental impact when choosing services (Dwivedi et al., 2021). As the hospitality industry embeds these practices, Home Economics education must also integrate similar principles to prepare students for a future where sustainability is not only valued but expected.

Studies have underscored the importance of incorporating sustainability into education, arguing that students benefit from understanding the environmental, economic, and social aspects of sustainable living (Getz & Page, 2015). Handayani&Fitrahanjani (2024) demonstrate that integrating environmentally responsible consumption practices into vocational high school education can foster sustainable habits among students, this shift mirrors findings by Gisslevik et al (2018), who pointed out that as society increasingly values sustainability, educational fields like Home Economics must expand to cover resource management, eco-friendly consumer choices, and sustainable household management practices. Teaching students to manage resources sustainably, whether through minimizing food waste or adopting energy-saving techniques, provides skills that are relevant both in professional hospitality roles and in personal life.

Furthermore, Table 1 suggests a moderate level of agreement regarding the adequacy of sustainability-related content in current educational curricula, highlighting a gap between industry advancements and educational integration. Buhalis and Leung (2018) argue that sustainability practices are evolving rapidly in hospitality, yet educational systems sometimes struggle to keep pace. This discrepancy underscores the need for stronger connections between the hospitality sector and educational bodies to ensure students acquire skills that reflect the latest industry standards. Improved collaboration could lead to curricular enhancements that emphasize eco-conscious living, which aligns with hospitality's shift towards sustainability.

Overall, the data in Table 1 aligns with the broader academic consensus that the integration of sustainability practices into educational curricula is crucial for fostering environmentally responsible behaviors among students, thus supporting both family well-being and professional competencies in related fields (McGregor, 2010; Jones, Hillier, & Comfort, 2016).

Table 1: Role of Sustainability Practices in Hospitality and Integration into Home Economics Education

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev
Sustainability practices are essential in Home Economics Education.	5%	10%	20%	40%	25%	3.70	1.05
The integration of sustainability in hospitality education improves family well-being.	6%	12%	18%	45%	19%	3.59	1.08
My household actively applies sustainability practices encouraged by hospitality trends.	8%	14%	25%	35%	18%	3.41	1.12
Educating families about sustainability enhances family resource management.	4%	9%	20%	40%	27%	3.77	1.10
The hospitality industry significantly influences sustainable practices in home management.	7%	11%	23%	38%	21%	3.55	1.09
Sustainability practices are well-integrated into current educational curricula.	10%	15%	30%	30%	15%	3.25	1.15
Awareness of eco-friendly practices in hospitality has improved home economics education.	6%	13%	22%	35%	24%	3.58	1.13
Sustainability awareness is essential for effective home management.	5%	8%	19%	42%	26%	3.76	1.04
Hospitality-driven sustainability practices impact consumer choices in families.	8%	10%	27%	32%	23%	3.52	1.16
Schools should emphasize sustainability in home economics education.	7%	12%	18%	40%	23%	3.60	1.11
There is adequate collaboration between hospitality and education on sustainability.	10%	18%	28%	30%	14%	3.20	1.20
Families prioritize sustainability due to hospitality influences.	6%	14%	25%	37%	18%	3.47	1.12
Children benefit from sustainability practices taught through hospitality programs.	8%	11%	26%	34%	21%	3.49	1.14
Home Economics education has evolved to include eco-friendly practices.	9%	10%	23%	33%	25%	3.55	1.16
Sustainability lessons are widely accessible in home economics curricula.	7%	15%	24%	38%	16%	3.41	1.13

Influence of Consumer Behavior Shifts in Hospitality on Family and Consumer Science Education

Table 2 explores how consumer behavior trends within hospitality influence the teaching and objectives of Family and Consumer Sciences (FCS) education, especially as it pertains to understanding modern consumer expectations and preferences. The data indicates a broad agreement that shifts toward personalized services and

customized consumer experiences should be reflected in FCS education, suggesting that students need to develop competencies in analyzing and responding to consumer trends.

In recent years, the hospitality industry has embraced data-driven personalization, using customer data to tailor services and products to individual preferences (Chen, Liu, & Chang, 2016). This focus on customization in hospitality is reshaping consumer expectations, as customers now seek experiences that are uniquely suited to their tastes and needs. This trend underscores the need for FCS programs to teach students how to manage family resources in a way that aligns with the demand for personalized services, which can include everything from customized meal planning to budget adjustments based on individual family needs (McGregor, 2010). The shift toward personalized services in hospitality is particularly relevant to FCS, as it parallels the individualized approach necessary in family resource management. Families are increasingly aware of how their purchasing decisions can reflect personal values, such as preferences for organic products, dietary restrictions, or sustainable goods (Ivanov & Webster, 2017). This has significant implications for FCS curricula, as educators must equip students with skills to evaluate and make informed decisions about family purchases and resource allocation.

The data in Table 2 also suggests that FCS education should incorporate elements of consumer behavior analysis, a skill commonly used in the hospitality industry to understand market trends and customer desires. Buhalis and Leung (2018) highlight that customer relationship management (CRM) systems in hospitality allow for targeted marketing and service offerings, reflecting a move towards data-informed consumer engagement. For FCS students, understanding these dynamics prepares them not only for careers in consumer-related fields but also for personal decision-making, as they learn to evaluate how consumer trends can impact household economics and family well-being. Finally, the results suggest that FCS programs should adapt their teaching methods to align with industry practices, emphasizing skills such as personalization and consumer trend analysis. According to Lee (2017), a focus on consumer behavior trends within FCS curricula will ensure that students are well-equipped to navigate a consumer landscape where personalization and convenience are prioritized. Teaching students how to apply these concepts in family settings, such as by customizing family meal plans or budgeting strategies, supports a practical approach to family science education that mirrors industry standards.

Table 2: Influence of Consumer Behavior Shifts in Hospitality on Family and Consumer Science Education

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev
Consumer behavior shifts in hospitality affect family resource management.	5%	9%	21%	42%	23%	3.69	1.07
Personalized services are increasingly relevant to family consumer sciences education.	6%	11%	19%	39%	25%	3.66	1.09
Family consumer sciences should reflect changing consumer behavior trends.	4%	10%	20%	40%	26%	3.74	1.06
Family members are influenced by personalized hospitality services.	7%	12%	24%	35%	22%	3.53	1.12
Changing consumer preferences impact family purchasing decisions.	6%	14%	18%	41%	21%	3.57	1.10

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev
Hospitality consumer trends are relevant to family financial management.	5%	13%	22%	39%	21%	3.58	1.08
Family consumer sciences help in understanding hospitality consumer trends.	4%	12%	23%	36%	25%	3.66	1.07
Personalization in hospitality improves family well-being.	8%	10%	19%	37%	26%	3.63	1.11
Families value customized services in hospitality.	5%	15%	22%	36%	22%	3.55	1.12
Family consumer sciences education covers consumer trend analysis.	7%	11%	21%	38%	23%	3.59	1.09
Hospitality industry innovations improve family consumer choices.	6%	13%	19%	41%	21%	3.58	1.08
Families adapt to consumer shifts as seen in hospitality.	8%	10%	20%	39%	23%	3.59	1.10
Consumer trends should be included in family consumer science education.	7%	12%	18%	37%	26%	3.63	1.09
Family members actively seek customized products and services.	5%	14%	21%	38%	22%	3.58	1.11
Education on consumer behavior trends is important for family well-being.	6%	13%	20%	39%	22%	3.58	1.08

Satisfaction with Collaboration between Hospitality Professionals and Educators

Table 3 reflects respondents' satisfaction with the level of collaboration between hospitality industry professionals and educators, particularly in shaping curricula for Family and Consumer Sciences (FCS). The moderate satisfaction ratings suggest that while some collaboration exists, there is a need for stronger partnerships to fully leverage industry insights in educational contexts.

Collaborative efforts between educational institutions and the hospitality industry are essential for bridging the gap between theoretical knowledge and practical skills (Oloyede et al., 2024; Liu, 2019). According to Liu (2019), partnerships such as internships, guest lectures, and curriculum consultations enable students to gain real-world insights, making their education more applicable to current industry standards. Table 3's findings suggest that enhancing such collaborations could significantly improve the quality and relevance of FCS curricula, equipping students with a deeper understanding of industry practices and expectations.

The benefits of collaboration are especially pertinent in areas like sustainability and consumer behavior, where the hospitality industry is often at the forefront of innovation. Industry input can guide educators in designing curricula that incorporate emerging trends and skills, such as sustainable practices and personalized consumer service. Lee (2017) notes that collaboration enables students to gain practical knowledge on topics like eco-friendly operations and customer relationship management, which are central to both hospitality and family science.

Moreover, the hospitality industry's insights into consumer preferences and technological advancements can enhance FCS programs, especially when it comes to preparing students for careers in consumer-related fields.

For instance, Buhalis and Leung (2018) emphasize that industry-education partnerships can lead to updated content in areas such as digital literacy, automation, and data analytics, all of which are becoming essential in hospitality and relevant to family resource management.

Overall, the moderate satisfaction levels in Table 3 indicate a recognized value of collaboration but highlight the need for more structured partnerships to fully integrate industry insights into FCS education. Stronger partnerships would enable FCS programs to maintain a curriculum that not only prepares students for professional roles but also enhances their understanding of consumer trends, sustainability, and digital skills that are critical in today's evolving economy.

Table 3: Satisfaction with Collaboration between Hospitality Professionals and Educators

Statement	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Mean	Std. Dev
Satisfaction with level of collaboration between hospitality and educational sectors.	6%	12%	24%	40%	18%	3.52	1.11
Industry-education partnerships improve curriculum relevance.	5%	10%	28%	38%	19%	3.56	1.09
Hospitality professionals contribute valuable insights to educational content.	7%	9%	23%	40%	21%	3.59	1.12
Collaborative projects bridge the gap between industry and family consumer sciences.	4%	11%	25%	37%	23%	3.64	1.10
Students benefit from exposure to industry practices.	6%	13%	22%	36%	23%	3.57	1.13
Industry and educational institutions should work closely to improve family sciences education.	5%	14%	20%	38%	23%	3.60	1.11
Family sciences curricula are enhanced by input from hospitality experts.	7%	10%	24%	39%	20%	3.55	1.12

Hypothesis 1: Relationship Between Hospitality Industry Trends and Curriculum Effectiveness

Table 4 presents the results of a chi-square test examining the relationship between hospitality industry trends and the effectiveness of Home Economics Education curricula. The statistically significant result ($\chi^2 = 18.34$, $p = 0.001$) supports the hypothesis that the integration of hospitality industry trends positively influences the effectiveness of Home Economics curricula. This finding aligns with the argument that curriculum relevance is enhanced when education reflects current industry practices (Lee, 2017).

The growing importance of digital skills, sustainability, and customer service in the hospitality industry demonstrates a need for similar competencies in Home Economics Education, where students can directly apply these skills in both personal and professional settings. According to McGregor (2010), curricula that incorporate consumer behavior and sustainable practices prepare students to make informed household decisions and pursue careers in consumer-oriented fields. By integrating industry trends, educational programs can stay current and

provide students with a competitive edge, which is particularly relevant in today's labor market (Cassidy, Lordly, & MacLellan, 2011).

This significant chi-square result suggests that students who are trained in curricula aligned with industry trends are better equipped to adapt to dynamic job requirements, especially in roles related to consumer sciences, hospitality, and family management. Furthermore, as noted by Nickols and Collier (2015), sustainability-focused curricula enhance students' competencies in resource management, which is crucial for addressing global environmental challenges and supporting family well-being

Table 4: (Hypothesis 1) Chi-Square Test for Relationship Between Hospitality Industry Trends and Curriculum Effectiveness

Variable	χ^2 (Chi-Square)	df	p-value	Significance
Hospitality Trends & Curriculum Effectiveness	18.34	4	0.001	Significant

Interpretation: With a chi-square value of 18.34 and a p-value of 0.001, there is a statistically significant positive relationship between hospitality industry trends and the effectiveness of Home Economics curricula. This result supports the hypothesis, suggesting that the integration of industry-relevant trends enhances the relevance and impact of educational content in Home Economics.

Table 6: (Hypothesis 3) Regression Analysis of Sustainability Trends on Environmental Responsibility Content in Home Economics

Table 6 presents a regression analysis examining the influence of sustainability trends within the hospitality industry on the inclusion of environmental responsibility in Home Economics education. With a statistically significant outcome ($p = 0.0009$), the analysis supports the hypothesis that sustainability trends in the hospitality industry positively impact the development of educational content on environmental responsibility.

Sustainability has become a central theme in hospitality, with businesses implementing practices to minimize environmental impact through energy conservation, waste reduction, and sourcing of local and organic materials (Jones, Hillier, & Comfort, 2016). Home Economics education, which emphasizes resource management, naturally aligns with these principles. Nickols and Collier (2015) argue that teaching students about sustainable living practices fosters responsible behaviors that benefit both families and communities. By integrating sustainability-focused content, Home Economics programs prepare students to apply environmentally conscious practices within their households, supporting both immediate family welfare and broader ecological goals.

The significant impact of sustainability trends on educational content suggests that Home Economics curricula need to include practical lessons on eco-friendly practices. This could encompass topics like sustainable food sourcing, energy-efficient household management, and waste reduction strategies, which are increasingly expected of consumers and professionals alike. Lee (2017) highlights that sustainability in the hospitality industry extends beyond operational practices to influence consumer expectations, with families now more likely to adopt eco-friendly habits inspired by industry trends.

Overall, the findings in Table 6 reinforce the argument that hospitality industry sustainability practices should be mirrored in educational programs, as they foster a sense of environmental responsibility among students. When students learn to prioritize sustainable choices, they are more prepared to manage family resources effectively and contribute to societal sustainability efforts (McGregor, 2010).

Table 5: (Hypothesis 2) Regression Analysis of Technology's Impact on Teaching Methodologies

Predictor Variable	Coefficient	Std. Error	t-value	p-value	Significance
Technology Impact on Methodology	0.35	0.08	4.38	0.0003	Significant

Interpretation: Contrary to the hypothesis, the p-value of 0.0003 indicates that technological advancements in the hospitality industry have a statistically significant impact on teaching methodologies in Family Consumer Sciences. This finding suggests that integrating technology into teaching methods does enhance effectiveness, disproving the original hypothesis.

Table 6: (Hypothesis 3) Regression Analysis of Sustainability Trends on Environmental Responsibility Content in Home Economics

Predictor Variable	Coefficient	Std. Error	t-value	p-value	Significance
Sustainability Practices	0.27	0.08	3.38	0.0009	Significant

Interpretation: With a p-value of 0.0009, there is a statistically significant influence of sustainability practices on the development of educational content related to environmental responsibility in Home Economics programs. This supports the hypothesis, confirming that sustainability trends in the hospitality industry play a critical role in shaping curriculum content focused on environmental issues.

Recommendation

Integrating sustainability into Home Economics and Family Consumer Sciences (FCS) curricula is crucial for aligning education with global trends in the hospitality industry. Modules focusing on eco-conscious practices, such as waste reduction, energy efficiency, and sustainable resource management, prepare students to meet industry expectations while fostering responsible consumer behavior at home (Singh et al., 2023; Romero et al., 2024). Practical lessons on sustainable food sourcing and conservation practices help build competencies that reflect real-world needs, making sustainability a cornerstone of both professional and personal life management (Poirier et al., 2017). Emerging technologies such as Artificial Intelligence (AI), virtual reality, and automation are redefining the hospitality industry and must be incorporated into FCS education. Digital tools enhance teaching methodologies and prepare students for dynamic technological environments (Zrnić & Božić, 2024). Integrating data analytics and customer relationship management systems into FCS curricula can enable students to align family resource management with industry-level customization and efficiency, promoting adaptability in a rapidly changing world (Nguyen et al., 2023). Collaboration between educational institutions and the hospitality sector is essential to bridge theoretical knowledge and practical application. Internships, guest lectures, and joint research initiatives provide students with hands-on experience while enriching educational content (Aksoy et al., 2022). Industry professionals can contribute valuable insights into curriculum design, emphasizing skills like consumer behavior analysis and personalized service delivery (Buhalis & Leung, 2018). These collaborations also ensure that curricula remain relevant to emerging industry standards. Curricula should be updated regularly, reflecting advancements in technology and sustainability, guided by advisory boards comprising industry leaders and academic experts. Such updates ensure that students acquire essential competencies, enhancing their employability and capacity to address societal challenges (Nguyen et al., 2023; Romero et al., 2024). Feedback mechanisms, such as surveys and data analytics, can be employed to evaluate the effectiveness of sustainability and technology-focused education modules

(Singh et al., 2023). Global and local case studies of successful hospitality practices in sustainability and technological innovation can serve as educational tools, helping students contextualize their learning. These real-world examples encourage critical thinking and adaptability, equipping students to apply knowledge across diverse cultural and professional contexts (McGregor, 2010).

CONCLUSION

The evolving trends in sustainability, technology, and consumer behavior within the hospitality industry present transformative opportunities for Home Economics and Family Consumer Sciences (FCS) education. By integrating sustainability-focused modules, educational institutions can prepare students to navigate complex global challenges while promoting responsible resource management and sustainable living (Poirier et al., 2017; Singh et al., 2023). Lessons on eco-conscious practices, such as energy conservation and waste reduction, support not only family well-being but also broader societal goals of environmental sustainability (Oloyede et al., 2024; Jones et al., 2016). The incorporation of cutting-edge technologies, including AI and automation, further enhances the relevance of FCS education. By aligning teaching methodologies with technological advancements, students gain skills that prepare them for both industry-specific roles and personal decision-making in an increasingly digitalized world (Zrnić & Božić, 2024; Nguyen et al., 2023). Collaboration between academia and the hospitality sector is critical for ensuring the practical relevance of FCS curricula. Partnerships enable students to engage directly with real-world applications, bridging the gap between theoretical learning and industry needs (Aksoy et al., 2022). Educators, supported by industry insights, can design programs that emphasize personalized services, consumer trend analysis, and sustainability (Romero et al., 2024).

A proactive approach to curriculum development, guided by regular updates and evaluation, ensures that FCS education remains adaptive to industry advancements. Integrating global and local examples of best practices further enriches student learning, fostering innovation and versatility in future graduates (McGregor, 2010).

Ultimately, by aligning FCS education with current hospitality trends, institutions can produce graduates equipped to thrive in professional and personal roles. These efforts contribute to sustainable development, enhance family well-being, and support a more resilient workforce capable of addressing contemporary societal and environmental challenges (Poirier et al., 2017; Singh et al., 2023).

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