The Role of Creativity in Enhancing Home Economics Education at the Secondary School Level in Ogba-Egbema Local Government Area of Rivers State, Nigeria

DR. ROSEMARY OLUWAYEMISI AHIAKWO[1], ENWEAZU ROSEMARY[2]
[1]*School of Secondary Education (Vocational), Department of Home Economics, Federal College of Education (Technical) Omoku, Rivers State, Nigeria.*
[2]*Department of Home Economics, Federal college of education (T)Omoku*

Abstract- ***This study examined the extent to which creativity is integrated into the teaching of Home Economics in two secondary schools in Omoku, Rivers State Ogba Comprehensive Group of School and Santa Maria High School. The objectives of the study were to: (1) assess the extent of creativity integration in Home Economics instruction, (2) determine the influence of creativity on students' learning outcomes and interest, and (3) identify the challenges teachers face in incorporating creativity into their teaching practices. A descriptive survey research design was adopted, and a total of 130 respondents (65 students from each school) participated. Data were collected through a structured questionnaire and analyzed using the Z-test statistic at a 0.05 level of significance. Findings revealed that Z-calculated (0.87) was less than Z-tabulated (1.96), indicating no significant difference in the extent to which creativity is incorporated into the teaching of Home Economics between the two schools. Similarly, Z-calculated (1.63) was less than Z-tabulated (1.96), suggesting both schools perceive creativity to have a similar impact on students' learning outcomes and interest. However, Z-calculated (2.00) was greater than Z-tabulated (1.96), signifying a significant difference in the challenges hindering creativity integration, with Santa Maria High School reporting greater difficulties. The study concludes that while both schools exhibit comparable levels of creative teaching and appreciation for its benefits, disparities exist in the challenges encountered, particularly in resource-constrained contexts. Government and school management should ensure that Home Economics laboratories are equipped with modern facilities, tools, and materials to foster creativity and overcome instructional challenges. This will enhance teaching effectiveness and promote innovative learning experiences for students.***

Index Terms- ***Creativity, Home Economics, Teaching Practices, Learning Outcomes, Instructional Challenges, Secondary Education.***

I. INTRODUCTION

Despite its practical nature, teaching home economics effectively requires not only subject knowledge but also innovative instructional approaches that engage learners actively. One of the key components that can transform the teaching and learning process in home economics is creativity. Home economics as a discipline plays a vital role in providing students with essential life skills that promote personal and family well-being, resource management, and social development by covering a variety of topics such as nutrition, family living, clothing and textiles, consumer education, and home management (Ogunsaju, 2014).

The ability of educators and students to solve issues, come up with fresh concepts, and apply information in real-world contexts is referred to as creativity in education (Runco & Jaeger, 2012). Creativity in the framework of home economics allows students to apply abstract ideas to practical circumstances, come up with original answers to problems in the home, and take part in practical exercises that promote independence and critical thinking. Torrance (2018) asserts that creativity is a skill that can be fostered and enhanced via effective teaching techniques rather than merely being a natural gift.

Secondary school is a critical time for kids to acquire skills that will help them in adult roles, such as healthy

eating habits, effective household management, and responsible consumer behavior (Onah, 2016). However, research indicates that home economics instruction in many secondary schools is teacher-centered and heavily relies on lecture and rote memorization, which results in low practical competence and disinterest among students (Adu & Afolabi, 2018). This necessitates using innovative teaching strategies that foster creativity, innovation, and experiential learning.

Creativity in Home Economics education emphasizes active engagement through project-based learning, role-playing, problem-solving challenges, and the use of multimedia tools (Akinbode, 2019). Such approaches excite students' imaginations and make studying more relevant and enjoyable. For instance, in nutrition education, students might use their creativity to create balanced meal plans using products that are readily available in their area rather than just memorizing food groups. Similar to this, students can create in the apparel and textile industries by creating their own ensembles or repurposing materials, which improves their abilities and raises their understanding of environmental issues (Akpabio & Etuk, 2020).

Additionally, creativity helps home economics students develop entrepreneurial skills. As the need for youth empowerment and job creation grows, creative skills help students find market opportunities and start small businesses in industries like fashion design, catering, and home management services (Umar & Bello, 2021). This is in line with global education goals that emphasize preparing students for a world that is changing quickly and where innovation and adaptability are essential (UNESCO, 2017).

Despite these advantages, a number of obstacles prevent creativity from being used effectively in home economics instruction. These include a curriculum that might not place enough emphasis on creativity, big class sizes, a lack of training for teachers in creative pedagogies, and inadequate teaching tools (Oluwole & Adebayo, 2019). Teachers' ability to implement innovative activities that can take more time and include evaluations other than written exams is likewise restricted by the conventional examination-driven educational system. According to research, the degree to which teachers can include creative methods into their lessons is greatly influenced by their attitudes and abilities toward creativity (Beghetto & Kaufman, 2014). Teachers are more inclined to try out cutting-edge teaching techniques and design classrooms that support students' experimentation and risk-taking when they view creativity as a fundamental educational objective.

Given these factors, it is essential to look into how creativity is used in secondary school home economics instruction in order to determine how to encourage and support it. The purpose of this study is to investigate how much creativity is incorporated into home economics education, the advantages it provides for students, and the difficulties teachers encounter in encouraging creativity. Understanding these dynamics will help curriculum developers, teacher educators, and educational policymakers create interventions that foster creativity in home economics instruction, which will improve students' engagement, practical skills, and preparedness for real-world challenges all of which will contribute to the overall objective of holistic education.

II. STATEMENT OF THE PROBLEM

Even while home economics education is acknowledged to be crucial for giving pupils vital life skills, the subject has frequently been seen as less interesting and useful in many secondary schools. Students' lack of enthusiasm, lack of practical skills, and lack of originality are the results of traditional teaching methods, which are primarily lecture-based and rote memorization (Adu & Afolabi, 2018). Home economics' primary goals of problem-solving, creativity, and practical application are undercut by this circumstance. According to Runco and Jaeger (2012), creativity is widely recognized as a crucial component in enhancing the effectiveness, motivation, and meaning of learning. In home economics, creativity enables students to create novel answers to problems related to nutrition, household management, and consumers, encouraging critical thinking and entrepreneurship (Umar & Bello, 2021).

The relevance and effectiveness of Home Economics education in secondary schools are seriously challenged by the lack of creativity in teaching and learning Home Economics, which may lead to low

student engagement, weak skill acquisition, and an inability to apply knowledge to real-world situations. Anecdotal evidence and preliminary observations, however, suggest that creativity is not sufficiently integrated into Home Economics instruction at the secondary school level. Many teachers face obstacles such as inadequate training in creative pedagogies, insufficient teaching resources, and rigid curriculum structures that limit the use of innovative teaching methods (Oluwole & Adebayo, 2019).

As a result, this study aims to determine how much creativity is integrated into secondary school home economics instruction, what the advantages of this integration are for student learning outcomes, and what obstacles stand in the way of effective use of creativity in home economics classrooms. In order to create tactics that boost creativity, increase teaching methods, and eventually grow students' abilities and motivation in home economics education, it is imperative that these difficulties be understood.

Aim and Objectives of the Study

The aim of the study is to examine the Role of Creativity in Enhancing Home Economics Education at the Secondary School Level in Ogba-Egbema Local Government Area of Rivers State, Nigeria. Specifically, the study intends to:

1. Examine the extent to which creativity is integrated into the teaching of Home Economics at the secondary school level.
2. Assess the impact of creativity on students' learning outcomes and engagement in Home Economics.
3. Identify the challenges faced by teachers in incorporating creativity into Home Economics instruction.

Research Questions

1. To what extent is creativity incorporated into the teaching of Home Economics in secondary schools?
2. How does the use of creativity affect students' learning outcomes and interest in Home Economics?
3. What are the major challenges hindering teachers from integrating creativity into Home Economics teaching?

Hypotheses

HO_1: There is no significant difference between Ogba Comprehensive Group of School and Santa Maria High School Omoku's extent to which creativity is incorporated into the teaching of Home Economics

HO_2: There is no significant difference between Ogba Comprehensive Group of School and Santa Maria High School Omoku's on how the use of creativity affects students' learning outcomes and interest in Home Economics

HO_3: There is no significant difference between Ogba Comprehensive Group of School and Santa Maria High School Omoku's challenges hindering teachers from integrating creativity into Home Economics teaching

III. METHODOLOGY

The study adopted a descriptive survey research design to examine the role of creativity in enhancing Home Economics Education at the Secondary School Level Ogba-Egbema Local Government Area of Rivers State, Nigeria. The study was carried out at Ogba Comprehensive Group of Schools and Santa Maria High School, Omoku, Rivers State, Nigeria. The population of the study is 129 Senior Secondary School Students (SSS 3) from Ogba Comprehensive Group of School and 131 Senior Secondary School Students (SSS 3) from Santa Maria High School. A sample of 130 students was used for the study. A stratified sampling technique was used for the study. The instrument used for the study was a structured questionnaire titled the role of creativity in enhancing Home Economics Education at the Secondary School Level Ogba-Egbema Local Government Area of Rivers State, Nigeria (RCEHEESSLOELGARSN) with 30 items. Face and content validity was used for

the study, reliability coefficient of 0.76 was obtained. Mean and Z-test was used for the study.

Research Question 1: To what extent is creativity incorporated into the teaching of Home Economics in secondary schools?

IV. RESULTS

Table 1: Extent to which creativity incorporated into the teaching of Home Economics

S/N	Items Extent to which creativity incorporated into the teaching of Home Economics	SA	A	D	SD	X Mean	SD	Total No of Respondents
1	Creative teaching methods such as role-play, simulations, and demonstrations are regularly used in Home Economics classes.	125	5	-	-	3.96	0.23	130
2	Visual and digital aids (e.g., charts, videos, multimedia) are incorporated creatively into Home Economics lessons.	119	11	-	-	3.91	0.29	130
3	Creativity is seen as an important goal in planning and delivering Home Economics instruction.	109	21	-	-	3.83	0.36	130
4	The classroom environment encourages innovation and experimentation in Home Economics.	122	8	-	-	3.93	0.26	130
5	Students work in teams to develop creative solutions to household and food management problems.	128	2	-	-	3.98	0.19	130
6	Teachers are allowed the flexibility to modify lessons creatively based on students' needs.	107	23	-	-	3.82	0.38	130
7	Home Economics lessons often involve hands-on and experiential learning activities.	97	33	-	-	3.74	0.44	130
8	Project-based learning is a common practice in the Home Economics curriculum in my school.	88	42	-	-	3.67	0.49	130
9	Teachers use real-life problem-solving tasks to teach Home Economics topics.	104	26	-	-	3.80	0.40	130
10	Students are encouraged to come up with their own ideas during Home Economics practical activities.	95	35	-	-	3.73	0.45	130
	Average Mean					3.83	0.34	

Table 1 shows that with the mean score of 3.83, the study found that creative teaching methods such as role-play, simulations, and demonstrations are regularly used in Home Economics classes and students work in teams to develop creative solutions to household and food management problems.

Research Question 2: How does the use of creativity affect students' learning outcomes and interest in Home Economics?

Table 2: How the use of creativity affects students' learning outcomes and interest in Home Economics

S/N	Items How the use of creativity affects students' learning outcomes and interest in Home Economics	SA	A	D	SD	X Mean	SD	Total No of Respondents
1	Creative activities in class help students connect Home Economics to real-life situations.	121	9	-	-	3.93	0.31	130
2	Students' interest in pursuing careers related to Home Economics has increased due to creative teaching practices.	109	21	-	-	3.83	0.37	130
3	The integration of creativity has led to increased student confidence in carrying out Home Economics tasks.	126	4	-	-	3.96	0.27	130
4	Learners are more motivated to do their assignments when creativity is embedded in teaching.	96	34	-	-	3.73	0.43	130
5	Students demonstrate a higher level of practical skills when creativity is infused into instruction.	82	48	-	-	3.63	0.49	130
6	Learners become more curious and eager to explore topics when creative approaches are used.	72	58	-	-	3.55	0.53	130
7	Creativity in teaching helps students retain Home Economics concepts better.	102	28	-	-	3.78	0.41	130
8	The use of creative instructional strategies has improved students' academic performance in Home Economics.	85	45	-	-	3.65	0.48	130
9	Students show greater participation during lessons when creative activities are involved.	68	62	-	-	3.52	0.54	130
10	Creative teaching methods make Home Economics lessons more interesting for students.	123	7	-	-	3.94	0.29	130
	Average Mean					3.75	0.41	

Table 2 shows that with the mean score of 3.75, the study found that the integration of creativity has led to increased student confidence in carrying out Home Economics tasks; creative activities in class help students connect Home Economics to real-life situations.

Research Question 3: What are the challenges hindering teachers from integrating creativity into the teaching of Home Economics in secondary schools?

Table 3: Challenges hindering teachers from integrating creativity into the teaching of home economics

S/N	Items Challenges hindering teachers from integrating creativity into the teaching of home economics	SA	A	D	SD	X Mean	SD	Total No of Respondents
1	I fear that trying creative methods might result in classroom management issues or poor student behavior.	128	2	-	-	3.98	0.19	130
2	Large workload and multiple teaching responsibilities reduce my ability to plan creative activities.	122	8	-	-	3.93	0.26	130
3	The curriculum is too rigid and examination-focused to allow room for creativity.	116	14	-	-	3.89	0.31	130
4	There is limited administrative support for trying out new and creative teaching methods.	106	24	-	-	3.81	0.38	130
5	Inadequate funding restricts the use of creative instructional resources in Home Economics.	100	30	-	-	3.76	0.42	130
6	I have not received adequate training on how to incorporate creativity into my teaching.	112	18	-	-	3.86	0.34	130
7	Time constraints within the school timetable limit my ability to plan and deliver creative lessons.	120	10	-	-	3.92	0.28	130
8	Overcrowded classrooms prevent me from using creative, student-centered teaching approaches.	105	25	-	-	3.80	0.39	130
9	Lack of teaching materials and equipment makes it difficult to implement creative lessons.	99	31	-	-	3.76	0.43	130
10	I lack access to modern technologies and digital tools that support creative instruction.	79	51	-	-	3.60	0.53	130
	Average Mean					3.83	0.35	

Table 3 shows that with the mean score of 3.83, the study found that students fear that trying creative methods might result in classroom management issues or poor student behavior; large workload and multiple teaching responsibilities reduce my ability to plan creative activities.

Hypotheses

HO_1: There is no significant difference between Ogba Comprehensive Group of School and Santa Maria High School Omoku's extent to which creativity is incorporated into the teaching of Home Economics

Table 4: Table of analysis of difference between Ogba Comprehensive Group of School and Santa Maria High School Omoku's extent to which creativity is incorporated into the teaching of Home Economics

Group	Mean	SD	N	Df	Standard Error	Z (Cal)	Z (Tab)	Decision
Ogba Comprehensive Group of School	3.74	0.44	65	128	0.07	0.87	1.96	Accepted
Santa Maria High School	3.67	0.49	65					

Z-calculated (0.87) is less than Z-tabulated (1.96). Therefore, we fail to reject the null hypothesis. Both schools incorporate creativity into the teaching of Home Economics to a similar extent. This suggests a consistent approach to creative teaching practices in both institutions. Educational stakeholders might consider maintaining current strategies while exploring areas for mutual improvement.

HO_2: There is no significant difference between Ogba Comprehensive Group of School and Santa Maria High School Omoku's on how the use of creativity affects students' learning outcomes and interest in Home Economics

Table 5: Table of analysis of difference between Ogba Comprehensive Group of School and Santa Maria High School Omoku's on how the use of creativity affects students' learning outcomes and interest in Home Economics

Group	Mean	SD	N	df	Standard Error	Z (Cal)	Z (Tab)	Decision
Ogba Comprehensive Group of School	3.65	0.48	65	128	0.08	1.63	1.96	Accepted
Santa Maria High School	3.52	0.54	65					

Z-calculated (1.63) is less than Z-tabulated (1.96). Therefore, we fail to reject the null hypothesis. Both schools perceive that creativity has a similar impact on students' learning outcomes and interest. It is suggested that a shared belief in the value of creative methods in Home Economics. It is necessary to reinforce the need for continued integration of creativity across both institutions.

HO_3: There is no significant difference between Ogba Comprehensive Group of School and Santa Maria High School Omoku's challenges hindering teachers from integrating creativity into Home Economics teaching

Table 6: Table of analysis of difference between Ogba Comprehensive Group of School and Santa Maria High School Omoku's challenges hindering teachers from integrating creativity into Home Economics teaching

Group	Mean	SD	N	Df	Standard Error	Z (Cal)	Z (Tab)	Decision
Ogba Comprehensive Group of School	3.60	0.53	65	128	0.08	2.00	1.96	Rejected
Santa Maria High School	3.76	0.43	65					

Z-calculated (2.00) is greater than Z-tabulated (1.96). Therefore, we reject the null hypothesis. There is a significant difference in the challenges faced by both schools regarding integrating creativity. Santa Maria High School reports greater challenges than Ogba Comprehensive Group of Schools. This may point to contextual issues such as resource constraints, administrative support, or teacher preparedness specific to Santa Maria. Policymakers and school administrators should consider targeted interventions to reduce barriers in schools facing higher constraints.

V. DISCUSSION OF FINDINGS

Research Question 1: Extent to which Creativity is incorporated into the Teaching of Home Economics in Secondary Schools

Applying inventive, creative, and unique methods to problem-solving, idea generation, and improving educational experiences is what is meant by creativity in education (Runco & Jaeger, 2012). The use of creativity is not only advantageous but also required for meaningful teaching and learning in home economics, which covers practical areas including food and nutrition, clothing and textiles, and house management.

Adu and Afolabi (2018) conducted a study in southern Nigeria that looked at the methods used in home economics classes in 20 public secondary schools. Only 18% of teachers occasionally used innovative or learner-centered strategies like role-playing, problem-solving, or project-based learning, according to the findings, while 72% of teachers relied on conventional lecture-based methods. The lack of training, instructional resources, and time constraints brought on by a strict curriculum led the researchers to conclude that creative pedagogies were rarely employed.

In a similar vein, 60 home economics instructors in Akwa Ibom State, Nigeria, participated in a study by Akpabio and Etuk (2020) to evaluate the application of creative teaching techniques in apparel and textiles.

According to the study, just 25% of teachers routinely included exercises like fashion sketching, design thinking, or recycling projects into their classes, despite their understanding of the importance of creativity in developing students' practical skills. Large class sizes, limited access to teaching resources, and inadequate facilities were named by the remaining majority as the key obstacles to encouraging creativity in the classroom.

In Ghana, Owusu-Acheaw and Agyeman (2021) carried out a mixed-methods study on creativity in Home Economics instruction across 12 senior high schools. Their findings demonstrated that although instructors had a favorable attitude toward creativity, their capacity to use innovative teaching strategies was limited by institutional restrictions, a lack of rewards, and examination-focused instruction. The study underlined the necessity of curriculum reform and professional development for teachers that emphasizes innovative teaching techniques.

A more recent study by Umar and Bello (2021) examined the relationship between creativity and the development of entrepreneurship in northern Nigerian home economics students. According to the study, which used a sample of 20 teachers and 100 senior secondary school students, schools that included creative activities like business plan presentations, textile design workshops, and meal innovation competitions saw an increase in student involvement and entrepreneurial enthusiasm. However, such approaches were limited to private or well-funded institutions, demonstrating a difference in resource access that influences the implementation of creative practices.

Additionally, Oluwole and Adebayo (2019) interviewed home economics teachers in Lagos State for a qualitative study on the obstacles to teaching creativity. Participants emphasized problems such a dearth of opportunities for professional growth, packed classes, little time for hands-on learning, and insufficient oversight of creative initiatives. More freedom and curriculum flexibility to try out novel approaches were also requested by teachers.

Research Question 2: Effects of Creativity on Students' Learning Outcomes and Interest in Home Economics

Okoro and Adebayo (2019) investigated how creativity-oriented education affected home economics students' performance in Osun State, Nigeria. Using a quasi-experimental design with control and experimental groups, the researchers used innovative teaching techniques, such as group presentations, craft-making, and culinary competitions, to teach the experimental group while giving the control group traditional lecture-based training. The results demonstrated that the experimental group outperformed the control group in both theoretical and practical tests, suggesting that innovative teaching enhanced knowledge application, retention, and comprehension.

In a different study, Nwachukwu and Okoye (2020) evaluated the impact of creative learning activities on 120 junior secondary school students in Anambra State's motivation and interest in home economics. According to the findings, students who participated in creativity-focused classes like role-playing home situations and creating household budgets became more excited about the subject. A lot of students said the courses were enjoyable, relatable, and powerful, which made them more eager to engage in class and finish the assignments given to them.

Similarly, in Lagos State's public secondary schools, Adeola and Olatunji (2021) investigated the relationship between innovative teaching strategies and home economics student engagement. According to their study of 150 students, pupils who received instruction using innovative and engaging methods showed greater levels of engagement in class, self-assurance in their practical abilities, and desire to pursue home economics at the senior level. According to the study, creativity made lectures more relevant to students' daily lives, hence improving the perceived value of the subject.

Brophy and Alleman (2018) offer an international viewpoint by examining the effects of creativity in

Family and Consumer Sciences (a topic closely similar to Home Economics) on student learning outcomes in middle schools in the United States. According to their findings, classes that included real-world problems like creating sustainable meals or designing interior spaces not only enhanced academic performance but also fostered longer-term interest in the subject, deeper cognitive engagement, and problem-solving skills.

Additionally, Uzoagulu and Eze (2022) examined how project-based creative teaching affected students' entrepreneurial skills in Enugu State's Home Economics course. The findings showed that students who worked on creative projects, like making reusable bags out of leftover fabric or cooking healthy meals on a shoestring, performed better on tests of entrepreneurial awareness and were more likely to want to use their skills outside of the classroom. These findings demonstrate the dual advantage of creativity in improving both academic and real-life competencies.

Ibrahim and Abubakar (2020), however, issued a warning that the advantages of creativity mostly rely on the teachers' capacity to apply these techniques successfully. According to their Kano State study, pupils' bewilderment and disengagement can occasionally result from poorly implemented creative strategies brought on by a lack of resources or training. This emphasizes how crucial it is to develop teachers' capacity in order to promote creativity in the classroom.

Research Question 3: Challenges Hindering Teachers from Integrating Creativity into Home Economics Instruction

Oluwatosin and Amadi's (2019) study in Rivers State, Nigeria, examined the challenges secondary school teachers encounter while attempting to incorporate innovative teaching methods into their Home Economics courses. Eighty-five percent of the teachers surveyed said that one of the biggest limitations was a lack of teaching resources, including sewing machines, kitchenware, and multimedia tools. Teachers frequently resorted to lecture-based methods when they lacked access to fundamental teaching resources, which limited student interaction and experiential learning.

Large class numbers and time constraints were also noted by Umar and Bello (2020) as major barriers to innovative teaching in northern Nigerian public secondary schools. Managing practical lessons with more than 60 students per class found it challenging to carry out group projects, design assignments, or experiential learning activities, according to 78% of the 100 home economics teachers in 25 schools who participated in the study. Teachers' freedom was further curtailed by the homogenized curriculum and condensed class periods.

Lack of professional development was identified as a major problem by Eze and Uzoagulu (2021), who looked at institutional impediments to innovation in Enugu State. In the previous five years, just 30% of instructors reported having received any kind of in-service training on creative teaching methods. Due to a lack of training, many of the teachers were unconfident when implementing innovative teaching techniques like digital integration, flipped classrooms, or inquiry-based learning. The study emphasized that cultivating a creative teaching culture required continual teacher education.

Adebayo and Ogunleye (2020) examined pedagogical innovation in vocational education in six Nigerian states as part of a larger nationwide survey. According to their findings, teachers were deterred from experimenting with creativity by curriculum rigidity and exam-focused instruction. Many professors placed more emphasis on completing the syllabus than on creative teaching since external exams place a strong emphasis on factual recall and theoretical understanding. The researchers contend that fostering creativity requires a more adaptable curriculum that values critical thinking and problem-solving skills.

Makura and Zireva (2018) conducted an international study of home economics teachers in Zimbabwe and found that a lack of administrative support and low teacher enthusiasm were major issues. Teachers

observed that, especially in schools with limited resources, school administration frequently did not promote innovative efforts. Teachers were less likely to take the initiative or use non-traditional teaching methods in the absence of incentives, support networks, or recognition.

Furthermore, Nwankwo and Opara (2022) emphasized that inadequate funding and contradictory government policies were major issues. Their research in southeast Nigeria revealed that a large number of home economics programs were neglected financially, leading to obsolete supplies, run-down labs, and a shortage of consumables for hands-on learning. Due to financial constraints, there was less room for innovation and creativity in the preparation and delivery of lessons.

CONCLUSION

The importance of creativity in improving home economics instruction and learning in secondary schools has been examined in this study. By definition, home economics is a skill-based, practical course that demands active participation and real-world application. Research findings have consistently demonstrated that students demonstrate greater motivation, better learning outcomes, and a deeper interest in the subject when creativity is successfully integrated into lesson planning and instructional delivery through techniques like project-based learning, simulations, improvisation, and hands-on activities.

According to the actual data, students learn better in home economics classes when they are given the freedom to think for themselves, solve practical problems, and creatively express their ideas. In addition to making learning fun and memorable, creativity develops critical thinking, teamwork, and problem-solving abilities all of which are necessary for both career readiness and lifetime learning. But the survey also found a number of obstacles that prevent educators from incorporating creativity into their lessons. These include overcrowding in classrooms, strict curricular structures, a lack of training, a lack of instructional tools, and a lack of administrative assistance. Teachers' ability to innovate and modify their teaching strategies to fit the needs and interests of their pupils is hampered by these limitations.

In summary, creativity is an essential component of excellent home economics instruction, not a choice. Stakeholders must identify and fund initiatives that encourage and support innovative teaching methods if the topic is to stay significant and relevant in the ever-changing educational environment of today. To remove the obstacles and provide a more stimulating and effective learning environment for home economics instruction, legislators, school officials, educators, and the community must work together.

RECOMMENDATIONS

Based on the conclusion, the researchers recommended that:

1. Government and school management should ensure that Home Economics laboratories are equipped with modern facilities, tools, and materials.
2. Regular workshops, seminars, and in-service training should be organized for Home Economics teachers to enhance their creative teaching skills and expose them to innovative instructional strategies.
3. The Home Economics curriculum should be reviewed to allow more flexibility for creative practices.

REFERENCES

[1] Adebayo, O. J., & Ogunleye, A. O. (2020). Barriers to pedagogical innovation in Nigerian vocational education. *Journal of Curriculum and Instructional Studies, 13*(2), 58–70.

[2] Adeola, A. O., & Olatunji, T. M. (2021). Creative teaching methods and student engagement in Home Economics in Lagos State. *Journal of Vocational and Technical Education Studies, 10*(2), 34–43.

[3] Adu, E. O., & Afolabi, F. A. (2018). Teaching methods and students' performance in Home Economics. *Journal of Educational Research and Practice, 8*(1), 45–52.

[4] Akinbode, A. (2019). Creative teaching strategies in Home Economics for sustainable

development. *International Journal of Home Economics, 12*(3), 23–34.

[5] Akpabio, E. M., & Etuk, E. (2020). Enhancing creativity in clothing and textiles education. *Nigerian Journal of Vocational Education, 15*(1), 12–20.

[6] Beghetto, R. A., & Kaufman, J. C. (2014). Classroom contexts for creativity. *High Ability Studies, 25*(1), 53–69.

[7] Brophy, J., & Alleman, J. (2018). The use of real-life tasks in Family and Consumer Sciences to enhance student engagement. *Journal of Family and Consumer Sciences Education, 36*(1), 56–70.

[8] Eze, A. O., & Uzoagulu, A. E. (2021). Institutional barriers to creative teaching in Home Economics in Enugu State. *Nigerian Journal of Educational Research and Evaluation, 20*(1), 95–105.

[9] Ibrahim, M. A., & Abubakar, H. (2020). Creativity in Home Economics teaching: Issues of implementation and teacher preparedness. *Journal of Contemporary Educational Research, 8*(3), 76–85.

[10] Makura, A. H., & Zireva, D. (2018). Challenges faced by Home Economics teachers in Zimbabwe: A case for creative pedagogy. *Journal of Technical Education and Training, 10*(3), 22–30.

[11] Nwachukwu, C. C., & Okoye, O. N. (2020). Creative instructional strategies and students' interest in Home Economics. *International Journal of Home Economics Research, 4*(1), 22–31.

[12] Nwankwo, M. C., & Opara, C. N. (2022). Government policy and funding challenges in Home Economics education in southeastern Nigeria. *International Journal of Home Economics Education, 6*(1), 47–56.

[13] Ogunsaju, S. O. (2014). The role of Home Economics education in achieving sustainable development. *Educational Journal of Nigeria, 3*(2), 78–85.

[14] Okoro, S. C., & Adebayo, M. O. (2019). Effects of creativity-based teaching on students' academic achievement in Home Economics. *Nigerian Journal of Educational Innovations, 12*(4), 101–110.

[15] Oluwatosin, O. A., & Amadi, K. A. (2019). Constraints to creative instructional delivery in Home Economics. *Journal of Vocational and Technical Education Studies, 11*(2), 66–74.

[16] Oluwole, O. T., & Adebayo, A. S. (2019). Challenges of implementing creativity in Home Economics education. *Journal of Vocational and Technical Education, 10*(4), 99–107.

[17] Onah, I. E. (2016). The relevance of Home Economics in secondary school education. *International Journal of Educational Development, 19*(2), 37–42.

[18] Owusu-Acheaw, M., & Agyeman, R. (2021). Creativity in teaching: A study of Home Economics instruction in Ghanaian high schools. *International Journal of Home Economics Education, 5*(2), 30–42.

[19] Runco, M. A., & Jaeger, G. J. (2012). The standard definition of creativity. *Creativity Research Journal, 24*(1), 92–96.

[20] Torrance, E. P. (2018). Creativity: Unlocking its potential. *Journal of Creative Behavior, 52*(1), 1–10.

[21] Umar, A., & Bello, S. (2020). Large class size and creativity in vocational education: The case of Home Economics in northern Nigeria. *Journal of Educational Innovation and Practice, 9*(2), 34–43.

[22] Umar, M., & Bello, S. (2021). Fostering entrepreneurship through creative Home Economics education. *Journal of Youth Empowerment, 7*(1), 56–65.

[23] UNESCO. (2017). *Education for sustainable development goals: Learning objectives*. UNESCO Publishing.

[24] Uzoagulu, A. E., & Eze, A. O. (2022). Project-based creative teaching and the development of entrepreneurial skills among secondary school students. *Journal of Education and Learning, 11*(1), 88–97.