# Environmental Factors and Their Influence on the Learning of Home Economics Practical in Junior Secondary Schools in Ogba-Egbema Local Government Area of Rivers State

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***Abstract-*** ***The study adopted a descriptive survey research designed to investigate Environmental Factors and Their Influence on the Learning of Home Economics Practical in Junior Secondary Schools in Ogba-Egbema Local Government Area of Rivers State. The study was carried out at Omoku in Ogba-Egbema Local Government Area of Rivers State, Nigeria. The population of the study is 124 junior Secondary school students (JSS3) from Community Secondary School Omoku and 116 Junior Secondary School students (JSS3) from Community Secondary School Obrikom. A sample size of 120 students was used for the study from the two schools. A stratified sampling technique was used for the study. The instrument used for the study was a structured questionnaire titled Environmental Factors and Their Influence on the Learning of Home Economics Practical in Junior Secondary Schools in Ogba-Egbema Local Government Area of Rivers State (EFILHEPJSSOELGARSS) with 30 items. Face and content validity was used for the study, reliability coefficient of 0.74 was obtained. Mean and Z-test was used for the study. The study found that the availability of a dedicated Home Economics practical room positively influences students learning during practical lessons; frequent interruptions due to noise or other distractions in the practical environment hinder my learning. Based on the findings, it was recommended that Schools and educational authorities should prioritize upgrading and maintaining Home Economics laboratories with adequate space, proper lighting, ventilation, and sufficient practical equipment to create conducive learning environment for students.***

***Index Terms-*** ***Environmental Factors, Home Economics Practical, Junior Secondary Schools, Learning Environment, Ogba-Egbema Local Government Area, Rivers State Education***

## I. INTRODUCTION

The learning environment has a big impact on educational results, and education is a vital tool for national development. Home economics is a fundamental subject taught in junior secondary schools in Nigeria. It helps students learn how to prepare food, make clothes and textiles, manage the home, and live with their families. The course places a strong emphasis on experiential learning and seeks to create independent people who can make significant contributions to the development of their families and the country (Federal Republic of Nigeria, 2013). However, the learning environment and other contextual elements inside and outside of the classroom setting have a significant impact on how effective the home economics practical is.

Particularly for hands-on disciplines like home economics, environmental factors which include physical, sociocultural, and economic aspects are vital to the teaching and learning process. These include the availability and state of labs, the ease of access to educational resources and tools, the size of the classroom, the water supply, the ventilation, the lighting, the noise level, and safety regulations. Yusuf and Adigun (2010) assert that a supportive learning environment raises students' motivation, engagement, and academic achievement. Unfortunately, the absence of supportive conditions has a detrimental impact on students' ability to acquire practical home

economics skills in many junior secondary schools in Nigeria.

According to Okoro (2011), practical-based education without adequate facilities leads to rote learning and limits students' creative problem-solving abilities. Without hands-on practice, students struggle to internalize concepts or apply their knowledge in real-life contexts, defeating the purpose of skill-based education. An essential component of effective practical teaching is physical infrastructure, which includes functional laboratories, kitchenettes, sewing machines, and home management rooms. In the case of home economics, this includes functional laboratories, kitchenettes, and sewing machines.

Additionally, sociocultural and economic issues influence how home economics is learned practically. Students' interest in vocational education can be strongly influenced by cultural values and attitudes in the society. For instance, in some areas, Home Economics is considered as a "female-only" subject, discouraging male students from engaging fully in practical sessions (Onyije & Opara, 2019). In addition to undermining inclusivity, these gender stereotypes have an impact on students' interest and self-perception. Furthermore, students' participation in practicals that call for donations of supplies or food for sewing, cooking, or housekeeping tasks may be impacted by the socioeconomic standing of their families.

Teachers too are affected by environmental limits. Many home economics teachers in secondary schools in Nigeria are either overburdened by packed classes and little resources, or they do not have access to ongoing professional development. Nwoji (2006) asserts that a teacher's capacity to successfully organize, improvise, and manage scarce resources is closely related to the caliber of practical instruction. However, even the best teachers find it difficult to properly teach practical lessons when environmental difficulties become too much to handle. For instance, the lack of safe learning environments, potable water, or electricity can deter teachers and students from taking part in practical.

Additionally, during practical sessions, students' focus and performance can be directly impacted by the physical learning environment, including factors like lighting, ventilation, cleanliness, and noise level. Students' academic progress and the school environment are strongly correlated, according to research by Owoeye and Yara (2011), who also noted that a noisy or badly maintained school environment lowers student engagement and performance. In many public junior secondary schools across Nigeria, classrooms are overcrowded, laboratory facilities are outdated, and the maintenance culture is weak, all of which contribute to ineffective learning outcomes in practical subjects.

Furthermore, government support for education is still insufficient, especially for technical and vocational education. The Federal Ministry of Education's 2017 Education Sector Analysis Report states that many schools lack consistent financing for infrastructure upkeep and lab supplies. The sustainability of practical-based programs like home economics is impacted by this lack of funding. Basic practical sessions are frequently conducted by teachers using their own resources or student contributions, which can be insufficient and uneven.

Addressing environmental issues that impact home economics' practical component is crucial because of the vital role it plays in giving students employable and lifelong skills. Policymakers, school administrators, curriculum developers, and other stakeholders will be able to create focused interventions that enhance learning outcomes if they have a thorough grasp of how these environmental elements affect learning. Thus, the purpose of this study is to look at how the environment influences junior secondary school students' understanding of home economics practical. The study will offer ideas for enhancing the teaching-learning environment for successful practical instruction in home economics as well as empirical insights into the scope of these difficulties.

## II. STATEMENT OF THE PROBLEM

As a hands-on course, home economics aims to give students the fundamental life skills that encourage independence, entrepreneurship, and a higher standard of living. The topic is essential for developing skills in areas like house administration, clothing and textiles,

and food preparation at the junior secondary school level. Nevertheless, despite its significance, there is rising worry about how home economics practical education is becoming less successful in many junior secondary schools in Nigeria. Students' low performance, lack of engagement, and incapacity to use newly acquired abilities in practical contexts are very clear indicators of this.

The impact of environmental factors on the teaching and learning process is one of the main causes of this reduction. A lot of schools function without suitable air, a water supply, electricity, well-equipped labs, enough classroom space, or essential teaching resources. Due to a shortage of resources for hands-on activities, teachers frequently turn to theoretical explanations. The learning environment is made worse by crowded classrooms, loud surroundings, and inadequate sanitation. These difficulties restrict students' development of practical skills and make it difficult for them to participate completely in practical sessions.

The issue is exacerbated by sociocultural and economic issues in addition to physical limitations, such as gender stereotypes, negative social perceptions of vocational topics, and students' incapacity to supply necessary supplies for practical. These circumstances have a detrimental effect on home economics students' academic performance, motivation, and involvement. The learning atmosphere in many junior secondary schools in Nigeria is still generally favorable, despite a number of legislative measures and curriculum changes intended to support vocational and practical education. The subject of how much environmental factors impact junior secondary school home economics practical learning is brought up by the ongoing discrepancy between legislative intent and actual classroom practice. Answering this question is essential to raising the standard of practical education and guaranteeing that students gain the abilities required for both individual and societal growth. In order to identify the main obstacles and suggest solutions for improving the learning environment for more successful practical instruction, this study aims to investigate the environmental elements influencing the learning of home economics practical in junior secondary schools.

## III. AIM AND OBJECTIVES OF THE STUDY

The aim of the study is to investigate Environmental Factors and Their Influence on the Learning of Home Economics Practical in Junior Secondary Schools in Ogba-Egbema Local Government Area of Rivers State. Specifically, the study intends to:

1. Examine the extent to which physical environmental factors (such as availability of laboratories, equipment, and classroom conditions) affect the learning of Home Economics practicals in junior secondary schools.
2. Investigate the influence of socio-cultural factors (such as gender stereotypes and societal attitudes) on students' participation in Home Economics practical activities.
3. Assess the impact of economic-related factors (such as availability of instructional materials and students' financial capacity to provide practical items) on the effectiveness of Home Economics practical lessons.

## IV. RESEARCH QUESTIONS

Based on the objectives of the study, the following research questions were drawn:

1. To what extent do physical environmental factors influence the learning of Home Economics practical in junior secondary schools?
2. How do socio-cultural factors affect students' participation in Home Economics practical activities in junior secondary schools?
3. What is the impact of economic-related factors on the effectiveness of Home Economics practical instruction in junior secondary schools?

## V. HYPOTHESES

$HO_1$: There is no significant difference between Community Secondary School Omoku and Community Secondary School Obrikom's extent to which physical environmental factors influences the learning of Home Economics practical

$HO_2$: There is no significant difference between Community Secondary School Omoku and Community Secondary School Obrikom's socio-cultural factors affecting students'

participation in Home Economics practical activities

$HO_3$: There is no significant difference between Community Secondary School Omoku and Community Secondary School Obrikom's impact of economic-related factors on the effectiveness of Home Economics practical instruction

## VI. METHODOLOGY

The study adopted a descriptive survey research designed to investigate Environmental Factors and Their Influence on the Learning of Home Economics Practical in Junior Secondary Schools in Ogba-Egbema Local Government Area of Rivers State. The study was carried out at Omoku in Ogba-Egbema Local Government Area of Rivers State, Nigeria. The population of the study is 124 junior Secondary school students (JSS3) from Community Secondary School Omoku and 116 Junior Secondary School students (JSS3) from Community Secondary School Obrikom. A sample size of 120 students was used for the study from the two schools. A stratified sampling technique was used for the study. The instrument used for the study was a structured questionnaire titled Environmental Factors and Their Influence on the Learning of Home Economics Practical in Junior Secondary Schools in Ogba-Egbema Local Government Area of Rivers State (EFILHEPJSSOELGARSS) with 30 items. Face and content validity was used for the study, reliability coefficient of 0.74 was obtained. Mean and Z-test was used for the study.

## VII. RESULTS

Research Question 1: To what extent do physical environmental factors influence the learning of Home Economics practical in junior secondary schools?

Table 1: Extent to which physical environmental factors influence the learning of Home Economics practical

| S/N | Items<br><br>Extent to which physical environmental factors influences the learning of Home Economics practical | SA | A | D | SD | X<br><br>Mean | SD | Total No of Respondents |
|---|---|---|---|---|---|---|---|---|
| 1 | The availability of a dedicated Home Economics practical room positively influences my learning during practical lessons. | 116 | 4 | - | - | 3.96 | 0.25 | 120 |
| 2 | The size of the practical classroom affects my ability to fully participate in Home Economics activities. | 109 | 11 | - | - | 3.90 | 0.31 | 120 |
| 3 | Proper lighting in the practical room enhances my concentration and performance during Home Economics practical. | 103 | 17 | - | - | 3.85 | 0.35 | 120 |
| 4 | Adequate ventilation in the practical classroom makes practical sessions more comfortable and effective. | 98 | 22 | - | - | 3.81 | 0.38 | 120 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 5 | The condition of furniture and workstations (e.g., tables, chairs) affects how well I can perform practical tasks. | 90 | 30 | - | - | 3.75 | 0.43 | 120 |
| 6 | The presence of necessary equipment and tools in the practical room improves my practical learning experience. | 88 | 32 | - | - | 3.73 | 0.44 | 120 |
| 7 | Overcrowding in the Home Economics practical room limits my opportunity to practice skills properly. | 100 | 20 | - | - | 3.83 | 0.37 | 120 |
| 8 | Frequent interruptions due to noise or other distractions in the practical environment hinder my learning. | 115 | 5 | - | - | 3.95 | 0.26 | 120 |
| 9 | The availability of water and electricity in the practical classroom is essential for effective Home Economics practical lessons. | 75 | 45 | - | - | 3.62 | 0.51 | 120 |
| 10 | The cleanliness and organization of the practical environment influence my motivation to participate in Home Economics activities. | 63 | 57 | - | - | 3.52 | 0.56 | 120 |
| | Average Mean | | | | | 3.79 | 0.38 | |

Table 1 shows that with the mean score of 3.79, the study found that the availability of a dedicated Home Economics practical room positively influences students learning during practical lessons; frequent interruptions due to noise or other distractions in the practical environment hinder my learning.

Research Question 2: How do socio-cultural factors affect students' participation in Home Economics practical activities in junior secondary schools?

Table 2: How socio-cultural factors affect students' participation in Home Economics practical activities

| S/N | Items<br><br>How socio-cultural factors affect students' participation in Home Economics practical activities | SA | A | D | SD | X<br><br>Mean | SD | Total No of Respondents |
|---|---|---|---|---|---|---|---|---|
| 1 | Gender roles in my community influence whether boys or girls participate actively in Home Economics practical. | 101 | 19 | - | - | 3.84 | 0.36 | 120 |
| 2 | Cultural beliefs in my family affect my willingness to participate fully in Home Economics practical activities. | 113 | 7 | - | - | 3.94 | 0.25 | 120 |
| 3 | Peer pressure influences how much I engage in Home Economics practical lessons. | 94 | 26 | - | - | 3.78 | 0.41 | 120 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 4 | Religious beliefs restrict some students from fully participating in Home Economics practical activities. | 117 | 3 | - | - | 3.97 | 0.20 | 120 |
| 5 | Parental encouragement motivates me to take part in Home Economics practical lessons. | 92 | 28 | - | - | 3.76 | 0.43 | 120 |
| 6 | My community views Home Economics as a subject mainly for girls, which affects boys' participation. | 108 | 12 | - | - | 3.90 | 0.30 | 120 |
| 7 | Students are sometimes discouraged from participating in Home Economics practical because of social stereotypes. | 112 | 8 | - | - | 3.93 | 0.26 | 120 |
| 8 | Teachers make efforts to encourage all students, regardless of gender, to participate in Home Economics practical. | 99 | 21 | - | - | 3.82 | 0.38 | 120 |
| 9 | Cultural festivals or events sometimes disrupt regular participation in Home Economics practical lessons. | 109 | 11 | - | - | 3.90 | 0.29 | 120 |
| 10 | The respect given to students who excel in Home Economics practical affects others' willingness to participate. | 85 | 35 | - | - | 3.70 | 0.47 | 120 |
| | Average Mean | | | | | 3.85 | 0.33 | |

Table 2 shows that with the mean score of 3.85, the study found that religious beliefs restrict some students from fully participating in Home Economics practical activities; cultural beliefs in some families affects their willingness to participate fully in Home Economics practical activities.

Research Question 3: What is the impact of economic-related factors on the effectiveness of Home Economics practical instruction in junior secondary schools?

Table 3: Impact of economic-related factors on the effectiveness of Home Economics practical instruction

| S/N | Items<br><br>Impact of economic-related factors on the effectiveness of Home Economics practical instruction | SA | A | D | SD | X<br><br>Mean | SD | Total No of Respondents |
|---|---|---|---|---|---|---|---|---|
| 1 | Insufficient funding in my school limits the availability of materials for Home Economics practical lessons. | 115 | 5 | - | - | 3.95 | 0.25 | 120 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2 | The cost of purchasing materials for practical activities affects my ability to participate fully. | 105 | 15 | - | - | 3.87 | 0.33 | 120 |
| 3 | The school management often provides enough resources to support Home Economics practical instruction. | 103 | 17 | - | - | 3.85 | 0.35 | 120 |
| 4 | Teachers sometimes have to use their own money to buy materials for practical lessons. | 112 | 8 | - | - | 3.93 | 0.28 | 120 |
| 5 | Lack of financial support from parents affects students' participation in Home Economics practical activities. | 100 | 20 | - | - | 3.83 | 0.37 | 120 |
| 6 | Economic challenges in the community reduce students' motivation to engage in practical lessons. | 102 | 18 | - | - | 3.85 | 0.36 | 120 |
| 7 | When materials are scarce due to budget constraints, practical lessons are often canceled or shortened. | 93 | 27 | - | - | 3.77 | 0.41 | 120 |
| 8 | Availability of economic resources improves the quality of Home Economics practical teaching. | 89 | 31 | - | - | 3.74 | 0.44 | 120 |
| 9 | Government funding for Home Economics practical in junior secondary schools is adequate. | 80 | 40 | - | - | 3.66 | 0.48 | 120 |
| 10 | Students from low-income families face more difficulties in participating in Home Economics practical activities compared to others. | 77 | 43 | - | - | 3.64 | 0.50 | 120 |
| | Average Mean | | | | | 3.80 | 0.37 | |

Table 3 shows that with the mean score of 3.80, the study found that insufficient funding in my school limits the availability of materials for Home Economics practical lessons and teachers sometimes have to use their own money to buy materials for practical lessons.

Hypotheses

HO1: There is no significant difference between Community Secondary School Omoku and Community Secondary School Obrikom's extent to which physical environmental factors influences the learning of Home Economics practical

Table 4: Table of analysis of difference between Community Secondary School Omoku and Community Secondary School Obrikom's extent to which physical environmental factors influences the learning of Home Economics practical

| Group | Mean | SD | N | df | Standard Error | Z (Cal) | Z (Tab) | Decision |
|---|---|---|---|---|---|---|---|---|
| Community Secondary School Omoku | 3.81 | 0.38 | 60 | 118 | 0.08 | 3.62 | 1.96 | Rejected |
| Community Secondary School Obrikom | 3.52 | 0.56 | 60 | | | | | |

Z (cal) = 3.62 > Z (tab) = 1.96 → Reject HO1. This means a significant difference exists between the two schools regarding how physical environmental factors affect learning of Home Economics practical. The physical environment (e.g., classroom conditions, ventilation, space, and lighting) differs significantly between the schools. CSS Omoku appears to provide a more conducive environment for practical learning than CSS Obrikom. Intervention should target improving the physical infrastructure at CSS Obrikom to reduce disparities and improve learning outcomes.

HO2: $HO_2$: There is no significant difference between Community Secondary School Omoku and Community Secondary School Obrikom's socio-cultural factors affecting students' participation in Home Economics practical activities

Table 5: Table of analysis of difference between Community Secondary School Omoku and Community Secondary School Obrikom's socio-cultural factors affecting students' participation in Home Economics practical activities

| Group | Mean | SD | N | df | Standard Error | Z (Cal) | Z (Tab) | Decision |
|---|---|---|---|---|---|---|---|---|
| Community Secondary School Omoku | 3.84 | 0.36 | 60 | 118 | 0.07 | 2.00 | 1.96 | Rejected |
| Community Secondary School Obrikom | 3.70 | 0.47 | 60 | | | | | |

Z (cal) = 2.00 > Z (tab) = 1.96 → Reject HO2. There is a significant difference in socio-cultural factors affecting participation in Home Economics practical between the two schools. Socio-cultural issues (e.g., gender roles, family support, cultural perception of Home Economics) affect students differently in the two schools. CSS Omoku shows higher participation, possibly due to a more supportive or progressive socio-cultural environment. CSS Obrikom may need awareness programs and community engagement to address cultural biases or stigma toward Home Economics.

HO6: There is no significant difference between Community Secondary School Omoku and Community Secondary School Obrikom's impact of economic-related factors on the effectiveness of Home Economics practical instruction

Table 6: Table of analysis of difference between Community Secondary School Omoku and Community Secondary School Obrikom's impact of economic-related factors on the effectiveness of Home Economics practical instruction

| Group | Mean | SD | N | df | Standard Error | Z (cal) | Z (Tab) | Decision |
|---|---|---|---|---|---|---|---|---|
| Community Secondary School Omoku | 3.77 | 0.41 | 60 | 118 | 0.08 | 1.62 | 1.96 | Accepted |
| Community Secondary School Obrikom | 3.64 | 0.50 | 60 | | | | | |

Z (cal) = 1.62 < Z (tab) = 1.96 → Accept HO6. There is no significant difference between the schools concerning economic factors impacting practical instruction. Both schools face similar economic constraints (e.g., lack of funds, cost of materials/equipment). It is suggested that financial limitations are a common challenge and require system-wide interventions such as increased funding, resource sharing, or subsidies.

## VIII. DISCUSSION OF FINDINGS

Research Question 1: Extent Physical Environmental Factors Influence the Learning of Home Economics Practical in Junior Secondary Schools

Owoeye and Yara (2011) showed a high positive link between students' academic achievement in practical-oriented disciplines and the quality of physical facilities in Ekiti State, Nigeria. According to the study, student participation and performance in practical were greater in schools with well-equipped labs, enough instructional materials, and enough classroom ventilation. On the other hand, low interest and subpar performance were linked to poorly kept classrooms and a shortage of laboratory space.

The availability of home economics resources in public secondary schools was also evaluated by Nsa, Offiong, and Udo (2013) in Akwa Ibom State. According to their findings, most of the schools lacked operational home economics labs, and when they did have them, they were ill-equipped and insufficiently maintained.

The researchers came to the conclusion that these shortcomings had a detrimental effect on the educational process, resulting in a situation where home economics was primarily taught theoretically.

In a study conducted in Enugu State, Eze and Eze (2016) investigated the connection between students' skill development in vocational disciplines, such as home economics, and their physical learning environments. According to the study, pupils who attended schools with air-conditioned, roomy classrooms and state-of-the-art lab equipment were better able to learn and retain new skills. It was observed that the frequency and caliber of practical sessions were negatively impacted by the dearth of basic facilities like electricity, running water, and adequate lighting in many public institutions.

Additionally, the government and school administration should prioritize renovating and equipping Home Economics laboratories to meet the minimum standards required for practical teaching, according to Nwangwa and Onwusa (2020), who highlighted the importance of ergonomically designed learning spaces in facilitating effective practical instruction. Their research, conducted in Rivers State, revealed that small, dimly lit classrooms discouraged students from engaging in hands-on activities.

Research Question 2: How Socio-Cultural Factors Affect Students' Participation in Home Economics Practical Activities in Junior Secondary Schools

According to a 2013 study by Oni and Adetoro in Ogun State, Nigeria, conventional gender roles and cultural beliefs had a significant impact on students'

involvement in home economics. According to the study, a lot of male students were deterred from participating completely in home economics practical because they thought the subject was "feminine" and did not fit with traditional ideas of masculinity. Even when boys showed potential or personal interest in the subject, this stereotype resulted in low participation and decreased interest.

In a similar vein, Nwankwo and Ezeani (2015) investigated how sociocultural attitudes affected students' participation in hands-on vocational training in southeast Nigeria. According to their findings, students from areas with unfavorable opinions about technical and vocational education were less likely to participate actively in hands-on learning. In these situations, home economics was frequently seen as a backup course for pupils who were thought to be academically weak, which diminished its significance and deterred involvement.

The effect of parental attitudes on junior secondary school students' involvement in home economics practical activities in Enugu State was examined by Okorie and Igwe (2016) in another empirical study. According to the study, parents who prioritized academic topics like English and math over practical ones frequently dissuaded their kids from engaging fully in hands-on learning. It has been discovered that students' motivation and performance in home economics are adversely affected by this lack of support as well as the stigma associated with practical work.

Furthermore, Ayo-Oyebiyi and Oludipe (2018) investigated how cultural and religious beliefs affected students' engagement in and choice of practical disciplines in Lagos State.

According to the survey, some religious groups prevented students especially girls from participating in hands-on activities that required them to wear particular uniforms or interact with peers in coeducational environments. In addition to affecting participation, these cultural and religious limitations also had an impact on students' general performance and level of interest in the subject.

Additionally, Akinlua and Olatunde (2021) noted that social approval and peer pressure also affect how students engage in home economics practical. Peers frequently made fun of pupils for doing practical activities like cooking or sewing, especially when those activities were viewed as untraditional for their gender, according to their study of junior secondary schools in Osun State. Students' desire to participate in practical sessions was greatly diminished by this peer pressure.

Research Question 3: Impact of Economic-Related Factors on the Effectiveness of Home Economics Practical Instruction in Junior Secondary Schools

According to a research by Adegbile and Adeyemi (2014) in Oyo State, secondary schools' insufficient budget significantly hampered their ability to purchase the necessary supplies, equipment, and instruments for practical home economics classes. The researchers found that schools mainly used improvised or antiquated materials, which diminished the practical sessions' realism and efficacy. The lack of supplies and working laboratory equipment caused frequent disruptions and poor results, according to teachers surveyed for the study.

In a similar vein, Iheanacho and Omojuwa (2015) examined how financial limitations affected students' engagement and performance in home economics practical exercises at a few public schools in Benue State. The results showed that inconsistent participation resulted from many students' inability to pay for the supplies needed for practical projects that were either done at school or at home. Instructors voiced their worry that learning outcomes were uneven because low-income students were sometimes denied full participation. In a different study, Agu and Anyakoha (2016) looked at how the government helped Enugu State implement its home economics curriculum. Their study showed that while the Home Economics curriculum placed a strong emphasis on learning skills via practical experience, the funding provided to schools for vocational education was woefully insufficient.

The planned results of the subject were ultimately compromised by this lack of financing, which resulted in little investment in laboratory facilities, teacher

training, and the acquisition of teaching tools. Additionally, Uko-Aviomoh and Asuku (2018) found that students' and their families' financial difficulties made it difficult for them to carry necessary supplies to class. According to their Edo State study, when students neglected to bring the required materials, home economics teachers frequently had to pay for hands-on courses out of their own pockets or postpone them completely. Home economics was taught mostly through theoretical approaches as a result of these circumstances, which compromised the uniformity and efficacy of education.

Furthermore, Nwachukwu and Onyenemezu (2020) discovered that practical instruction was further limited by the lack of donor assistance and private-sector collaborations in sponsoring home economics programs. Their study in Imo State showed that schools with more financial support had better-equipped labs and more regular hands-on activities, underscoring the value of alternative funding sources in enhancing government initiatives.

## CONCLUSION

The learning experiences and results of practical home economics lessons in junior secondary schools are greatly influenced by environmental conditions. Students' capacity to participate actively in practical tasks is directly impacted by the physical environment, which includes enough room, appropriate lighting, ventilation, and functional equipment. Students' involvement is also influenced by sociocultural elements like gender roles, community views, and parental support, which frequently mold attitudes about the subject. Furthermore, the availability of required materials and the general efficacy of practical training are significantly impacted by economic issues, including budget constraints and students' financial capabilities.

A holistic strategy is needed to address these environmental issues, one that involves boosting funding for home economics instruction, encouraging inclusive cultural attitudes, and upgrading school facilities. Stakeholders can improve student involvement, skill development, and academic accomplishment in home economics practical by establishing supportive physical, social, and economic environments. In the end, creating practical competences that equip students for daily living and future career chances requires addressing these contextual factors.

## RECOMMENDATIONS

Based on the conclusion, the following recommendations were made:

1. Schools and educational authorities should prioritize upgrading and maintaining Home Economics laboratories with adequate space, proper lighting, ventilation, and sufficient practical equipment to create conducive learning environment for students.
2. Community sensitization programs and school campaigns should be implemented to challenge gender stereotypes and cultural beliefs that limit student participation, encouraging equal involvement of all students in Home Economics practical activities.
3. Governments and stakeholders should allocate sufficient funding specifically for Home Economics practical resources, and schools should explore partnerships with local businesses and organizations to support the procurement of materials and reduce the financial burden on students and teachers.

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