



PERCEPTION OF SIXTH-GRADE STUDENTS ON THE ROLE OF HOME ECONOMICS SUBJECT IN EVERYDAY LIFE

Nika Drnovšek, Francka Lovšin Kozina

University of Ljubljana, Slovenia

E-mail: nika.drnovsek@pef.uni-lj.si, francka.lovsin@pef.uni-lj.si

Abstract

The subject of Home Economics aims to equip students with the knowledge and skills needed to meet the diverse challenges of everyday life and achieve a high quality of life. This study explored sixth-grade students' perceptions of the role of Home Economics in the following aspects of life: (1) cooperation, tolerance, and belonging (CTB); (2) work and time management (WTM); (3) environmental aspects of sustainable development (EASD); (4) prudent consumerism and finances (PCF) and (5) healthy nutrition (HN). A total of 120 sixth-grade students from four Slovenian primary schools participated in the survey. The results showed that students considered the role of Home Economics important for all five areas of life, with the highest ratings for environmental aspects of sustainable development (EASD) and the lowest for cooperation, tolerance, and belonging (CTB). There were no statistically significant gender differences, but male students rated the role of Home Economics slightly higher in relation to work and time management (WTM). The results provide deeper insight into how students perceive the role of Home Economics in developing everyday life skills and sustainable habits. These findings highlight that students particularly associate the role of Home Economics with environmental responsibility and practical life management, offering a valuable basis for further refining content and teaching strategies to better align Home Economics education with sustainable development goals.

Keywords: home economics education, exploratory factor analysis, healthy life skills, primary school students, survey data

Introduction

In today's rapidly changing world, education must go beyond the transmission of knowledge and focus on helping young people develop the competencies needed for real-life problem-solving and sustainable living. These challenges require not only cognitive knowledge but also social, emotional, and practical life skills that enable responsible decision-making and adaptability. In this context, acquiring adequate knowledge and skills to succeed in diverse life tasks has become essential.

The challenges that students face are increasingly linked to complex global problems such as financial instability, pandemics, migration, global warming, and globalization (Chiruguru, 2020), as well as the smart use of digital technologies and the management of digital risks—such as content, behavioral, consumer, and cross-cutting risks related to privacy, advanced technologies, health, and well-being (OECD, 2021, p. 4).

Research by Ricci et al. (2021) has shown that excessive use of digital media can be associated with negative outcomes, such as mental health problems and cognitive deficits, but also with positive outcomes, such as psychosocial development. Mupalla et al. (2023) have found that digital technology can promote learning, but only if it is introduced in an appropriate way. Therefore, the authors emphasize the importance of parental control and adequate training of health professionals and educators to ensure the proper inclusion of digital media in children's daily lives (Mupalla et al., 2023; Ricci et al., 2021). Educators can provide students with

knowledge and ideas on how to use their time in a healthy and productive way, for example, through time management education. Aeon et al. (2021) have found that time management is moderately related not only to academic performance but also to well-being.

Children today are increasingly exposed to materialistic values and consumer pressures. Due to the easy accessibility of media such as television and the internet, they encounter numerous advertisements daily, including those that are attractive but encourage positive attitudes toward tobacco, alcohol, and unhealthy foods (Wilcox, 2004). Free-to-play computer games, where the basic version of the game is free, but progress requires in-game purchases, can also be problematic (Costes & Bonaire, 2022). Moreover, social media has become a particularly powerful advertising channel; research by Kavas and Kavas (2025) has shown that impulsive purchasing decisions are significantly influenced by social media advertising. Uncritical following of advertisements or buying seemingly free products—such as games that subtly encourage spending - can lead to financial problems. Education that integrates financial and consumer literacy, especially within the framework of Home Economics, can help young people recognize consumer traps and develop sustainable financial and consumer behavior. The prudent use of resources - such as money, time, and natural resources - is a key aspect of sustainable development.

The 2030 Agenda for Sustainable Development sets out 17 goals divided into three key dimensions (economic, social, and environmental) and pursues the following aims: peace, global partnerships, prosperity for all, protection of the planet (including through sustainable consumption and production), and the eradication of hunger and poverty to ensure healthy lives and well-being for all (United Nations, 2015). Recent international studies have highlighted that Home Economics plays an increasingly important role in developing students' sustainability competencies, life management skills, and overall well-being (Korhonen & Lindfors, 2022; Līce & Reihmane, 2015; Pendergast, 2021; Phillips, 2021). Home Economics education helps students connect theoretical knowledge with practical, everyday contexts, encouraging reflection on consumption, health, and environmental responsibility (Deagon, 2021). At the primary school level, Home Economics encourages students' critical awareness, creativity, collaboration, and capacity for sustainable action. It aims to prepare children for successful and healthy living by addressing topics such as financial literacy, sustainable consumer behavior, work and time management, self-care, and nutrition (United Nations, 2015). The combination of theoretical and practical work enables students to recognize the relevance of acquired knowledge in their daily lives.

To successfully address the complex problems of modern society, it is also essential that students master the 5Cs - communication, creativity, critical thinking, collaboration, and connectedness - in addition to theoretical knowledge (Mazzola-Randles, 2020). It is also vital that Home Economics teachers give balanced attention to all content areas related to different aspects of life and adopt professional, holistic approaches. Studies have indicated that parental understanding of the subject's value significantly affects students' attitudes toward Home Economics (Apaokueze & Ukpene, 2023). Holistic approaches that incorporate family involvement, experiential activities, and innovative learning tools have proven most effective in forming long-term habits and competencies that prepare young people for future health, financial, and social challenges (Mancone et al., 2024).

Research has also shown that students' engagement and motivation are strongly influenced not only by teachers' approaches but also by the social classroom climate (Morgan et al., 2023). By combining topics that are meaningful to young people with engaging teaching strategies, teachers can help students understand sustainable lifestyles (Kuusisaari et al., 2025). Home Economics education could play a key role in connecting theoretical concepts with practical applications, thereby fostering competencies that promote sustainable and healthy lifestyles (Erjavšek, 2021; Nousheen et al., 2020).

Research Problem

Rapid social, technological, and environmental changes have transformed students' everyday realities, creating a need for new forms of life skills education that address financial literacy, sustainable consumption, digital citizenship, work–life balance, work and time management, and health and well-being. If Home Economics does not align with these evolving needs, its potential to prepare students for real-life challenges may remain underutilized. While international research examines Home Economics from various perspectives—such as curriculum innovation, gender equality, and sustainability integration (Hara & Rodríguez-Planas, 2025; Vázquez, 2022)—there is limited evidence on how students themselves perceive the subject.

Most studies have focused on teachers' or policymakers' perspectives, leaving students' voices largely absent from academic discourse. Research has thus focused on teachers' perceptions of Home Economics and its contribution to sustainable development education or life skills (Dewhurst & Pendergast, 2011; Feliciano, 2025). Some studies have examined the role of Home Economics in relation to educational level, such as research on university students' perceptions of Home Economics in food and nutrition education (Slater & Hinds, 2014). At the secondary school level, Streicher (1990) studied suburban high school students' perceptions of Home Economics, but at the primary school level, research on students' perceptions of the role of Home Economics in life is lacking.

Yet students' perceptions are crucial, as they influence engagement, motivation, and the long-term application of learned competencies in everyday life (Maguire & McCloat, 2017; Pendergast, Garvis, & Kanasa, 2011). The existing literature does not provide sufficient insight into how primary school students perceive the role of Home Economics in different aspects of life. Addressing this research gap is essential to inform curriculum development and teacher education.

Research Focus

The present research focuses on understanding how students perceive the role of Home Economics in their lives regarding different aspects contributing to a sustainable and quality life. Particular attention is given to responsibility toward the environment, prudent consumerism and finances, nutrition, time and work management, social affiliation, and potential gender-specific differences in these perceptions. Understanding students' perspectives is crucial for ensuring the continued relevance of the subject matter, as well as for updating and improving both content and pedagogical approaches. This, in turn, can enhance the effectiveness of Home Economics teaching and ensure that the subject continues to contribute to the development of sustainable, responsible, and self-reliant individuals.

Research Aim and Research Questions

The present study aims to research 6-th grade primary school students' perceptions of Home Economics' role for life. The following research questions were formulated:

RQ1: For which aspect of life do sixth-grade students perceive Home Economics to play the most important role?

RQ2: Do the sixth-grade students' perceptions of the importance of Home Economics for different aspects of life differ by gender?

Research Methodology

General Background

This study was based on quantitative research design. The research employed a survey approach to collect data on students' perceptions of the role of Home Economics for life through a structured questionnaire that included both closed and open-ended questions. The study was carried out in April and May 2024 across four Slovenian primary schools. It focused on sixth-grade students who completed the compulsory Home Economics curriculum, which covers key life areas such as economics, textiles and clothing, food and nutrition, and living environment.

Sample

Data for the study were collected from a convenience sample. This sampling technique was used because it is not time-consuming, is low-cost, and allows for the selection of participants according to accessibility (Bhardwaj, 2019; Golzar et al., 2022). An invitation to participate in the survey was sent to seven schools from both urban and rural environments to provide a more balanced insight into students' perceptions of the topic researched, but only four schools confirmed and participated in the research (two from rural and two from urban areas). The study was carried out in April and May 2024 across four Slovenian primary schools. A total of 120 sixth-grade students from four Slovenian primary schools participated in the study; students who were present in class at the time of the survey and had parental consent took part in the research. The sample consisted of 66 male students (55%) and 54 female students (45%), with an average age of 11 years. Sixth-grade students were selected because this is the second year that Home Economics is taught as a mandatory subject in the Slovenian curriculum, allowing for a deeper insight into students' perceptions of Home Economics topics after they have already been introduced to the subject. The fact that all participants completed the Home Economics subjects suggests a comparable level of prior knowledge and experience with the subject. Participation was voluntary and included all students attending Home Economics lessons during data collection in the participating schools.

Instrument and Procedures

Before the questionnaire was carried out, the consent of the primary school headmasters and parents was obtained. The approval of the Ethics Committee of the Faculty of Education in Ljubljana was also obtained. The surveys were conducted in written form during school hours. Before the survey, the students were informed about the purpose of the survey and that they could withdraw their participation at any time.

The questionnaire developed for this study consisted of two parts. The first part was used to collect demographic data. The second part of the instrument was developed to research primary school students' perceptions on the role of Home Economics in life and consisted of 20 statements. In this part, participants responded using a 5-point Likert scale (1 – *strongly disagree*, 2 – *disagree*, 3 – *neither agree nor disagree*, 4 – *agree*, 5 – *strongly agree*). The statistical analysis revealed a high internal consistency (Cronbach- α = .913) of the questionnaire (Ursachi et al., 2015).

Statistical analysis was carried out with IBM SPSS. To form meaningful groups, an exploratory factor analysis (EFA) was carried out. The KMO test and Bartlett's test showed satisfactory correlations between the variables ($KMO = .878$; $p < .001$) (Glen, 2016) (Table 1).

Table 1
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.878
Bartlett's Test of Sphericity	Approx. Chi-Square	1042.05
	<i>df</i>	190
	<i>p</i>	< .001

A factor analysis (extraction method: principal component analysis; rotation method: Varimax with Kaiser normalization) revealed 5 factors that can explain 64.38 % of the variance (Table 2).

Table 2
Factor Loadings

Variable	Factor					Communalities
	1	2	3	4	5	
Q7ab					.701	.697
Q7ac					.812	.783
Q7af		.513				.551
Q7ag		.712				.726
Q7ah		.621				.601
Q7ak			.744			.644
Q7al			.666			.672
Q7an		.661				.613
Q7ao				.731		.656
Q7aq				.747		.726
Q7ar			.536			.557
Q7as			.704			.588
Q7at			.652			.532
Q7au	.714					.722
Q7av	.719					.630
Q7ax	.516					.621
Q7ay	.651					.669
Q7bc	.617					.563
Q7be		.721				.681
Q7bf	.648					.647
% of variance	16.80	14.77	14.63	9.35	8.83	

Each factor was named and coded: *F1*: Cooperation, tolerance, and belonging (CTB), *F2*: Work and time management (WTM), *F3*: Environmental aspect of sustainable development (EASD), *F4*: Prudent consumerism and finances (PCF) in *F5*: Healthy nutrition (HN) (Table 3). The internal reliability was tested for each factor. The results showed good internal reliability for CTB, WTM and EASD and an acceptable level of internal reliability for PCF and HN (Ursachi et al., 2015) (Table 4).

Table 3
Factors With Associated Variables and Cronbach- α

Statements	Factor naming and code	Cronbach- α
Q7au Learning about different cultures through food has strengthened my sense of community and a better understanding of the diversity of the world.	Cooperation, tolerance and belonging (CTB)	.853
Q7av Getting to know traditional Slovenian dishes strengthened my sense of national identity.		
Q7ax Participating in different groups in group work allows me to accept different opinions and beliefs.		
Q7ay In practical cooking, I learn the importance of cooperation.		
Q7bc Learning in groups contributes more to raising awareness of problems and finding solutions that are also useful at home.		
Q7bf Learning about and preparing dishes from different cultures at Home Economics helps me appreciate and respect people from different parts of the world.	Work and time management (WTM)	.810
Q7af In Home Economics I learned about the impact of excessive use of electronic devices on my health – because of this, I limit the time spent on electronic devices.		
Q7ag Knowing how to spend free time meaningfully is beneficial to my well-being.		
Q7ah Knowing about the importance of physical activity for health motivates me to be more active in my free time.		
Qan Because of the knowledge I gained from Home Economics about the importance of financial management, I manage my spending and will continue to do so even when I grow up.		
Q7be Knowing the importance of an equal division of labour in the household motivates me to help at home or do my own chores.	Environmental aspect of sustainable development (EASD)	.794
Q7ak I have learned that even during recreation in nature I must be careful to treat the environment and live in a way that is kind to living beings.		
Q7al Because I have learnt that excessive consumption can damage the environment, I act sparingly and thus protect the environment		
Q7ar I learned that when caring for textile products, it is necessary to follow the care recommendations, as this reduces the consumption of water, washing powder, and energy and extends the life of the clothes, which I will also pay attention to when I am independent.		
Q7as I separate waste.		
Q7 at I prefer to donate or recycle old clothes and shoes instead of throwing them away, thereby reducing waste and supporting the circular economy.	Prudent consumerism and finances (PCF)	.662
Q7ao Knowing how important it is to save money helps me avoid spending on unnecessary things.		
Q7aq In Home Economics, I learned that it is important to plan purchases together with the family, not to buy too much, and to choose things that we really need.	Healthy nutrition (HN)	.636
Q7ab Knowing how to prepare healthy meals affects my well-being and health.		
Q7ac Knowing how to read and understand the information on food labels helps me choose healthier options.		

Data Analysis

The socio-demographic data of the students were analyzed using descriptive statistics. Inferential statistics were applied to examine gender-related differences in students' perceptions of the importance of Home Economics for daily life. As the Kolmogorov-Smirnov test indicated a non-normal distribution ($p < .001$) for the new variables, the Mann-Whitney U test was used to compare differences in the perceptions of the role of Home Economics for life between male and female students. IBM SPSS 22.0 was used to analyze the data.

Research Results

Table 4 presents the descriptive statistics on students' perceptions of the role of Home Economics (HE) in different aspects of life. The results showed that sixth graders perceived Home Economics as playing the most important role in relation to the environmental aspects of sustainable development (EASD) ($M = 4.35$, $SD = 0.59$). They ranked the role of Home Economics in healthy nutrition (HN) second ($M = 4.21$, $SD = 0.71$), and its role in prudent consumerism and finances (PCF) third ($M = 4.17$, $SD = 0.79$). The role of Home Economics in work and time management (WTM) was ranked second to last ($M = 4.07$, $SD = 0.72$), while its role in cooperation, tolerance, and belonging (CTB) was perceived as the least important ($M = 4.06$, $SD = 0.71$) among all the options.

Table 4
Students' Perceptions of the Role of Home Economics in Different Aspects of Life

Aspect of life	<i>N</i>	<i>M</i>	<i>SD</i>
EASD	120	4.35	0.59
HN	120	4.21	0.71
PCF	120	4.17	0.79
WTM	120	4.07	0.72
CTB	120	4.06	0.71

Note. Average value (M) is calculated based on 5- point Likert scale: 1- strongly disagree, 2- disagree, 3- neutral, 4- agree, 5- strongly agree

The results (Table 5) showed no statistically significant gender differences in the perceptions of the role of Home Economics across all examined aspects ($p > .05$). A more detailed analysis indicated that the role of Home Economics in relation to the EASD aspect was valued more highly by female students ($MR = 60.66$) than by male students ($MR = 60.37$). Similarly, the role of Home Economics in relation to the HN aspect was valued more highly by female students ($MR = 61.88$) than by male students ($MR = 62.19$). The role of Home Economics in relation to the PCF aspect was rated higher by female students ($MR = 61.88$) than by male students ($MR = 59.37$), and female students also valued the role of the subject in relation to the CTB aspect more highly ($MR = 61.10$) than male students ($MR = 60.01$). The results showed that only in the case of the WTM aspect did male students agree more ($MR = 64.58$) on the important role of Home Economics for life than female students did ($MR = 64.58$). The results showed that both male and female primary school students perceived the role of Home Economics as important for sustainable living, personal well-being, and social responsibility, with minor differences suggesting that male students slightly prioritized organizational and practical aspects, whereas female students placed slightly greater importance on the subject in relation to health- and socially oriented aspects of life.

Table 5
Mann-Whitney U test

Aspect of life	Gender	N	MR	Mann – Whitney U	Z	p
EASD	M	66	60.37	1773,500	-.045	.964
	F	54	60.66			
HN	M	66	59.11	1690,500	-.483	.629
	F	54	62.19			
PCF	M	66	59.37	1707,500	-.393	.694
	F	54	61.88			
WTM	M	66	64.58	1512,500	-1.422	.155
	F	54	55.51			
CTB	M	66	60.01	1749,500	-.171	.864
	F	54	61.10			

Note: U = Mann Whitney U value; MR = Mean Rank

Discussion

Addressing the first research question (RQ1), the results show that students perceive the role of Home Economics in life as important, with the highest priority given to the environmental aspects of sustainable development (EASD). The results confirm previous findings that Home Economics, as an interdisciplinary subject, provides opportunities to promote students' environmental responsibility (Erjavšek, 2021) and offers the educational potential to foster sustainability-oriented attitudes and behaviors (Braßler & Sprenger, 2021; Wendlandt Amézaga et al., 2022). Similarly, Brennan and Widdop Quinton (2020) and Kougias et al. (2023) reported that young people's awareness of global sustainability challenges and their willingness to engage in environmentally friendly practices increase when these issues are meaningfully integrated into education. Several studies (Korhonen & Lindfors, 2022; Erjavšek, 2021; Pendergast, 2021) also emphasized that experiential learning in Home Economics fosters ecological literacy and critical reflection on sustainable behavior, while Phillips (2021) noted that Home Economics serves as a pedagogical space where students connect everyday decisions with global sustainability challenges.

Research by Nanayakkara et al. (2018) showed that secondary school students rate Home Economics as equally important as health, physical education, and digital technologies. Several studies (Vázquez, 2022; Veghes et al., 2025) revealed that food literacy and nutrition education within Home Economics contribute to both personal health and planetary well-being. In the present research, the role of Home Economics regarding the healthy nutrition (HN) aspect was ranked second ($M = 4.21$); sixth-grade students recognize the role of Home Economics for life, both in terms of connecting meal preparation with health and well-being and in relation to consumer decision-making.

Apaokueze and Ukpene (2023) stated that financial literacy, budgeting skills, and critical consumer awareness are vital for responsible decision-making and sustainable economic behavior. The results showed that sixth-grade students ranked the role of Home Economics in life according to the prudent consumerism and finances (PCF) aspect third ($M = 4.17$). This suggests that students perceive Home Economics as subjects contributing to the development of financial literacy and critical consumer awareness.

Singh and Agarwal (2024) emphasized that time management and self-regulation are essential life skills in sustainability-oriented education. The role of Home Economics in work and time management (WTM) was ranked second to last ($M = 4.07$, $SD = 0.72$). These domains reflect the development of organization, teamwork, empathy, and tolerance, which are crucial for sustainable living and social cohesion. The results suggest that students recognized the role of Home Economics in encouraging a more active lifestyle (limiting time spent on electronic devices, providing ideas for active leisure, promoting physical activity) and a more organized life (planning, division of labor).

The role of Home Economics in cooperation, tolerance, and belonging (CTB) was perceived as the least important, yet still important ($M = 4.06$, $SD = 0.71$), among all five aspects by sixth-grade students. The results showed that students recognize the role of Home Economics in providing a better understanding of the importance of diversity, mutual respect, national identity, and tolerance for others' opinions. This finding aligns with Peñaflorida's (2021) belief that the social aspects of Home Economics promote shared responsibility, empathy, and cooperation, which are essential for creating inclusive and sustainable communities.

Overall, the findings revealed that students perceive Home Economics as playing an important role in all five aspects, which relate to the core pillars of sustainable development (economic, environmental, and social). While Home Economics provides an interdisciplinary framework that connects the environmental, health, and economic dimensions of a sustainable quality of life (Braßler & Sprenger, 2021; Wendlandt Amézaga et al., 2022), it is very important that students recognize the significance of Home Economics for everyday life. Research by David et al. (2025) on students aged 12–16 found that positive attitudes toward Home Economics are associated with a higher application of knowledge and skills in real-life situations. Although the present research involved younger students, the results suggest promising outcomes regarding the application of knowledge and skills essential for a sustainable quality of life in primary school students' everyday contexts.

The second research question (RQ2) examined whether students' perceptions differed by gender. Although no statistically significant gender differences were found ($p > .05$), small differences were observed between male and female students. Female students rated the role of Home Economics slightly higher in four out of five life aspects, whereas male students rated the role of Home Economics for life role slightly higher regarding to work and time management (WTM). These subtle differences partially align with previous findings by Cifuentes-Faura et al. (2020) and Gökmen (2021), who observed that female students generally demonstrate stronger pro-environmental attitudes, while male students tend to emphasize pragmatic and goal-oriented competences. However, the small differences observed in the present study may be related to inclusive and competence-based teaching practices that promote gender equality in Home Economics classrooms (Hara & Rodríguez-Planas, 2025; Morgan et al., 2023). Further research is needed to draw definitive conclusions.

It is encouraging that students recognize the role of Home Economics not only for acquiring practical skills but also for fostering responsible, informed, and critically sustainable decision-making in everyday life. This indirectly supports also the argument by Deagon (2021) and Pendergast (2021) that Home Economics can serve as a bridge between sustainability education and real-world practice.

International evidence shows that elementary school curricula in many countries include elements of nutrition, consumption, and finance, yet these are often narrow in scope and focus predominantly on practical or health-related topics rather than their socio-cultural, economic, and sustainability dimensions (Smith et al., 2022). Strengthening these aspects through active and experiential learning has been identified as an effective way to foster responsible decision-making and sustainable behavioral patterns among children, particularly in the areas of consumption and everyday practices (Rachmadyanti, 2022). The present study contributes to

the growing body of evidence emphasizing the role of Home Economics in addressing different aspects of life (Maguire & McCloat, 2017; Pendergast et al., 2011; Taar & Palojoki, 2022) to achieve a sustainable quality of life. The results of the present study also support the idea that Home Economics subject can be a bridge between scientific knowledge and everyday life by preparing young people to make informed, responsible, and sustainable decisions in their daily activities (Erjavšek, 2021).

Conclusions and Implications

The results showed that students recognized the role of Home Economics in various aspects of life, such as the environmental aspect of sustainable development, prudent consumerism and finances, nutrition, work and time management, and social belonging. Among these aspects, students considered Home Economics lessons as contributing most to the environmental aspect of sustainable development. Gender differences were not statistically significant, but the results revealed that female students placed slightly greater emphasis on environmental, health, consumer, and social aspects, while male students focused more on work and time management. The results suggest that it is important for teachers to introduce interesting and engaging learning activities that consider possible gender differences in interests and ensure that all students acquire the knowledge and skills necessary for high-quality and sustainable living. From an educational perspective, Home Economics offers a unique interdisciplinary environment where students can engage with real-world problems through hands-on activities and authentic tasks, making abstract concepts tangible and meaningful. Home Economics teachers should therefore be encouraged to integrate interactive, problem-based, and student-centered approaches that increase both competence and motivation. At the policy level, the results highlight the need to recognize Home Economics as an important part of education for sustainable development (not only from an ecological point of view). Ensuring sufficient curriculum time, adequate resources, and professional development for Home Economics teachers can enhance the subject's potential to prepare students to make informed and responsible choices in different aspects of life. More broadly, society can benefit from Home Economics education, as it teaches young people life skills that go beyond academic achievement and promote long-term sustainable behaviors, healthy lifestyles, and social responsibility. In sum, the present research fills a gap in understanding the perceptions of specific groups of primary school students on the role of Home Economics in quality of life across different aspects and presents data that provide an opportunity for national and international comparison.

The findings enhance existing studies in Home Economics education, particularly regarding primary school students' perceptions on the role of the Home Economics subject. As this study contributes a foundational understanding of sixth-grade students' perceptions of the role of Home Economics in life, it may serve as groundwork for future national and international investigations in the field of Home Economics on students' perspectives regarding the role of the subject in various aspects of life that contribute to personal quality of life. It also provides teachers with valuable information for improving teaching strategies and upgrading content to make learning more effective and relevant. Moreover, the research findings can inform university educators designing pre-service teacher programs and in-service training for Home Economics teachers, particularly in areas such as content development, methodological approaches, and goal setting, thereby supporting curriculum renewal to address contemporary educational challenges.

Limitations and Guidelines for Further Research

This research has some limitations that should be acknowledged. The main limitation lies in the fact that only 120 students from only four schools in Slovenia were involved, which limits the generalizability of the findings. Future studies should include a larger sample of students from different Slovenian schools across various regions or from other countries to enhance the generalizability of the findings. Future research should also include students of different ages, such as those from grades 5–9 of a nine-year primary school, to gain insight into how perceptions of the role of Home Economics for life change over time, starting from when students are first introduced to the subject. Another limitation of the present study may relate to the self-reported nature of the data, as there is a possibility that students adjusted their answers according to what they believed the researchers expected (social desirability bias). To obtain a deeper understanding of primary school students' perceptions of the role of Home Economics in their lives, further research could employ semi-structured interviews or focus group discussions and an upgraded survey including open-ended questions, allowing students to clarify their answers and providing opportunities for a more nuanced interpretation of the findings.

Declaration of Interest

The authors declare no competing interest.

Ethical Statement

The authors declared that the study was approved by the official Research Ethics Committee at the Faculty of Education of the University of Ljubljana, Slovenia (21/2025).

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Nika Drnovšek
(Corresponding author)

MEd, Teaching Assistant, Faculty of Education, University of Ljubljana,
Kardeljeva ploščad 16, Ljubljana, Slovenia.
E-mail: nika.drnovsek@pef.uni-lj.si
Website: <https://www.pef.uni-lj.si>
ORCID: <https://orcid.org/0009-0004-2449-687X>

Francka Lovšin Kozina

PhD, Assistant Professor, Faculty of Education, University of Ljubljana,
Kardeljeva ploščad 16, Ljubljana, Slovenia.
E-mail: francka.lovsin@pef.uni-lj.si
Website: <https://www.pef.uni-lj.si>
ORCID: <https://orcid.org/0000-0001-9086-5902>