

Managing food production and other income generating projects

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International Journal of Science and Research Archive, 2026, 20(01), 392–394

Publication history: Received on 01 June 2026; revised on 09 July 2026; accepted on 11 July 2026

Article DOI: <https://doi.org/10.30574/ijrsra.2026.20.1.1464>

Abstract

This study examined the management of food production and other income-generating projects (IGPs) at Fatima Elementary School, Tabaco City, focusing on their impact on pupil learning and skill development. Using a descriptive mixed-methods design, data were gathered from 54 Grade 6 pupils through surveys, interviews, and observations. The projects included the Gulayan sa Paaralan program, Product and Craft Production, and “Trash to Cash” initiatives. Findings revealed that these projects were productive, generating income while fostering entrepreneurial, leadership, teamwork, communication, and problem-solving skills among pupils and teachers. The initiatives also enhanced academic performance, creativity, and environmental stewardship. Results underscored the alignment of IGPs with DepEd’s sustainability goals and their potential to supplement school resources. The study concluded that effective management of IGPs promotes experiential learning, self-reliance, and community engagement, and recommended continued support, training, and policy development to sustain and expand such initiatives.

Keywords: Income-Generating Projects; Sustainability; Experiential Learning; Entrepreneurship

1. Introduction

Income-generating projects (IGPs) in schools have become vital in promoting sustainability, entrepreneurship, and quality education, consistent with the United Nations’ Sustainable Development Goal 4. In the Philippines, the Department of Education has emphasized livelihood education through programs such as Gulayan sa Paaralan, which integrates food production into school curricula. These initiatives provide pupils with hands-on experiences that foster innovation, resourcefulness, and community engagement. Despite their potential, limited research exists on the management and effectiveness of IGPs, particularly in elementary schools. Fatima Elementary School has implemented diverse projects, including gardening, craft production, and recycling, which not only generate income but also equip pupils with essential life skills such as teamwork, leadership, and problem-solving. This study was conducted to assess the productivity of these projects, the skills developed among teachers and pupils, and their impact on learning. By focusing on Grade 6 pupils’ experiences, the research aimed to provide insights into effective educational management measures that can sustain and expand IGPs. Ultimately, the study sought to highlight the role of schools as hubs of entrepreneurship and sustainability, preparing learners to become agents of positive change in their communities.

2. Materials

The study utilized both primary and secondary sources of data to assess the management of IGPs at Fatima Elementary School. Primary data were collected through survey questionnaires administered to 54 Grade 6 pupils, interviews with teachers and the school head, and direct observation of ongoing projects. Secondary data included school records such as project proposals, financial reports, and relevant literature on educational management and sustainability. The survey instrument was divided into three parts: identification of productive IGPs, assessment of skills developed, and evaluation of project impact on pupil learning. A 5-point Likert scale was employed to measure pupils’ perceptions of

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skill development and project outcomes. Validation of the instrument was conducted through expert review and pilot testing. These materials provided a comprehensive basis for triangulating findings, ensuring reliability and accuracy in evaluating the management and effectiveness of the school's income-generating initiatives.

2.1. Methods

The study employed a descriptive mixed-methods design to capture both quantitative and qualitative aspects of IGP management. Purposive sampling was used to select 54 Grade 6 pupils, as they had direct participation in the projects. Total enumeration ensured that all eligible pupils were included. Surveys were administered to gather quantitative data on project productivity, skill development, and learning outcomes. Interviews with teachers and the school head provided qualitative insights into management practices, challenges, and strategies. Observations of project activities, such as gardening, craft production, and recycling, offered contextual understanding of implementation processes. Data analysis utilized frequency counts and percentages to describe categorical variables, while weighted means and Likert scale analysis assessed skill development and project impact. Triangulation of survey, interview, and observation data enhanced validity. Statistical tools were guided by Creswell (2014) and Likert (1932), ensuring appropriate interpretation of ordinal data. This methodological approach allowed for a holistic evaluation of IGPs, capturing both measurable outcomes and experiential dimensions of pupil learning and teacher involvement.

3. Results

Findings revealed that Fatima Elementary School's IGPs were highly productive and impactful. The Gulayan sa Paaralan program generated income through vegetable harvests sold to local markets and the school cafeteria, while also providing pupils with agricultural and entrepreneurial skills. Product and Craft Production initiatives, including woven baskets and recycled crafts, enhanced creativity and financial literacy. The "Trash to Cash" project promoted environmental stewardship by converting waste into marketable products. Skill development was significant, with teamwork receiving the highest mean rating (4.30), followed by problem-solving (4.24), leadership (4.22), entrepreneurial skills (4.18), and communication (4.16). Overall, the mean rating of 4.22 indicated strong agreement that IGPs contributed to essential life skills. Pupils reported improved academic performance, heightened interest in learning, and greater confidence in managing small-scale enterprises. Teachers observed enhanced responsibility and initiative among pupils. These results supported experiential learning and social cognitive theories, demonstrating that hands-on participation in IGPs fosters critical thinking, collaboration, and sustainable practices. The projects also aligned with DepEd's goals of supplementing school resources and promoting sustainability.

4. Discussion

The study demonstrated that IGPs serve as effective platforms for experiential learning, skill development, and sustainability education. Pupils gained practical knowledge in entrepreneurship and environmental stewardship, while teachers strengthened their supervisory and leadership roles. The high ratings for teamwork and problem-solving highlighted the collaborative and adaptive nature of project participation. These findings affirmed Kolb's Experiential Learning Theory and Bandura's Social Cognitive Theory, showing that direct engagement fosters deeper understanding and skill acquisition. Moreover, the integration of sustainability principles through initiatives like "Trash to Cash" emphasized the role of schools in cultivating responsible citizens. Challenges such as resource limitations were addressed through creativity and collaboration, underscoring the resilience fostered by IGPs. Overall, the projects not only supplemented school income but also prepared pupils to become innovative, self-reliant, and socially responsible individuals, reinforcing the importance of embedding IGPs in educational management practices.

5. Conclusions

This study concluded that income-generating projects at Fatima Elementary School were productive, sustainable, and transformative. Agriculture-based initiatives, particularly the Gulayan sa Paaralan program, provided pupils with hands-on experiences in entrepreneurship, financial literacy, and sustainability. Craft production and recycling projects further enhanced creativity, environmental awareness, and livelihood skills. The projects significantly contributed to the development of teamwork, problem-solving, leadership, entrepreneurial, and communication skills, equipping pupils with competencies essential for academic success and future employability. The findings underscored the alignment of IGPs with DepEd's policy goals of supplementing school resources and promoting sustainability. Importantly, the study highlighted the role of experiential learning in bridging theory and practice, empowering pupils to become agents of change in their communities. Recommendations included continued implementation of agriculture and craft-based projects, provision of training and resources for teachers, integration of environmental education, and stronger support from local governments and stakeholders. Future research should explore the long-term impacts of

IGPs on pupils' entrepreneurial self-efficacy and sustainable practices. Overall, effective management of IGPs fosters a culture of innovation, responsibility, and resilience, positioning schools as vital contributors to sustainable development.

Compliance with ethical standards

Acknowledgement

The researcher gratefully acknowledges the support of Cawayan National High School, its faculty, and students in the conduct of this study.

Disclosure of conflict of interest

No conflict of interest should be disclosed.

Statement of Ethical Approval

This study was conducted in compliance with institutional ethical standards and approved by the Schools Division Office of Albay.

Statement of Informed Consent

All participants were informed of the study's purpose, procedures, and confidentiality measures. Written consent was obtained from students and their parents prior to participation.

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