



(RESEARCH ARTICLE)



AVAILABILITY OF LEARNING MATERIALS IN EDUKASYONG PANTAHANAN AT PANGKABUHAYAN IN TABACO CITY DIVISION

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ABSTRACT

This study examined the availability, usage, and challenges of learning materials in Edukasyong Pantahanan at Pangkabuhayan (EPP) among Grades 4–6 teachers in Tabaco City Division for School Year 2024–2025. Using a quantitative descriptive-survey design, data were collected from 108 teachers across four districts through validated questionnaire-checklists. The study focused on four EPP components: Home Economics, Industrial Arts, Agri-Fishery Arts, and Information and Communication Technology (ICT). Results revealed that learning modules and activity sheets were the most consistently available resources, while textbooks and hands-on tools were less accessible. Usage levels varied, with materials in Home Economics, Agri-Fishery Arts, and ICT rated “often,” while Industrial Arts was rated “sometimes.” ANOVA results indicated no significant differences in usage across districts. Challenges included lack of functional tools, outdated textbooks, poor internet connectivity, and insufficient digital resources. A school learning resource plan was proposed to address these gaps, emphasizing resource provision, teacher training, and community partnerships. Findings highlight the importance of adequate and context-sensitive learning materials in enhancing EPP instruction and equipping learners with practical skills for livelihood and lifelong learning.

Keywords: Edukasyong Pantahanan at Pangkabuhayan, Learning Materials, Resource Utilization, Tabaco City Division

1 INTRODUCTION

Education is a cornerstone of national development, equipping learners with essential skills, values, and competencies for lifelong learning and employability. Within the Philippine K–12 curriculum, Edukasyong Pantahanan at Pangkabuhayan (EPP) plays a vital role in fostering practical knowledge and livelihood skills through its four components: Home Economics, Industrial Arts, Agri-Fishery Arts, and Information and Communication Technology (ICT). The effectiveness of EPP instruction depends largely on the availability and proper utilization of learning materials, which facilitate experiential learning and skill mastery.

International and national frameworks reinforce this emphasis. The Universal Declaration of Human Rights (1948) recognizes education as a fundamental right, while Republic Act No. 10533 (Enhanced Basic Education Act of 2013) institutionalized EPP as a core subject, mandating the provision of adequate resources. Republic Act No. 9155 (Governance of Basic Education Act of 2001) further decentralized education management, empowering schools to

contextualize resource use. DepEd Orders No. 8 (2015) and No. 21 (2019) highlight the importance of quality, context-sensitive instructional materials in curriculum delivery.

In Tabaco City Division, disparities in resource allocation and school contexts affect EPP implementation. Urban schools often have better access to materials, while coastal and upland schools face shortages. This study was conducted to determine the availability and usage of EPP learning materials, identify challenges encountered, and propose a school learning resource plan. By providing evidence-based insights, the study aims to strengthen resource management, improve instructional delivery, and ensure equitable access to quality EPP education across diverse school settings.

2 MATERIALS

The study utilized both primary and secondary sources of data. Primary data were gathered through a researcher-developed questionnaire-checklist administered to 108 Grades 4–6 teachers handling EPP across Tabaco City Division. The instrument was divided into three sections: (1) identification of available learning materials, (2) measurement of usage levels, and (3) documentation of challenges encountered. Learning materials assessed included modules, activity sheets, textbooks, digital resources, and hands-on tools across the four EPP components.

Secondary data were drawn from relevant literature, DepEd issuances, and national laws, including RA 10533 and RA 9155, which provided the legal and policy framework for resource provision. Additional references included curriculum guides, research studies, and institutional reports that contextualized the role of instructional materials in EPP.

Validation of the instrument was conducted in two phases: face validation by the thesis committee and content validation by external experts such as district supervisors, school heads, and master teachers. Recommendations ensured clarity, consistency, and alignment with study objectives. Ethical considerations were observed, with confidentiality maintained throughout data collection.

3 METHODS

A quantitative descriptive-survey design was employed to systematically evaluate the availability, usage, and challenges of EPP learning materials. This approach allowed for the collection of numerical data and statistical analysis to determine patterns and differences across districts.

The respondents included 108 Grades 4–6 teachers from Tabaco City Division, selected through total enumeration to ensure comprehensive coverage. Distribution was as follows: 34 teachers from Tabaco North, 26 from Tabaco South, 22 from Tabaco East, and 26 from Tabaco West District.

The primary instrument was a validated questionnaire-checklist structured into three parts: available learning materials, level of usage, and challenges encountered. Usage was measured using a Likert scale, while availability was documented by frequency counts. Challenges were ranked based on frequency of occurrence.

Data gathering involved formal approval from the Schools Division Superintendent and coordination with school heads. Questionnaires were distributed and retrieved with a 100% response rate, ensuring reliability of the dataset.

Statistical treatment included frequency counts, percentages, and weighted means to describe availability and usage. ANOVA was applied to test the hypothesis regarding differences in usage across districts. Ranking was used to identify the most pressing challenges. This structured methodology ensured validity, reliability, and comprehensive analysis of EPP learning materials in Tabaco City Division.

4 RESULTS

Findings revealed that learning modules and activity sheets were the most consistently available materials across all districts, while textbooks and hands-on tools were less accessible. Digital resources were moderately available, with urban schools reporting better access compared to coastal and upland schools.

In terms of usage, Home Economics, Agri-Fishery Arts, and ICT materials were rated “often,” while Industrial Arts materials were rated “sometimes.” Teachers reported frequent use of modules and activity sheets, while textbooks were rarely utilized due to outdated content and limited supply. Hands-on tools were inconsistently available, affecting practical skill development.

ANOVA results indicated no significant differences in usage levels among districts, suggesting uniformity in resource utilization despite contextual disparities. Challenges encountered included lack of functional kitchen tools and sewing

equipment in Home Economics, insufficient carpentry and electrical tools in Industrial Arts, inadequate aquaculture equipment and gardening supplies in Agri-Fishery Arts, and limited computers and poor internet connectivity in ICT.

These findings underscore the need for targeted interventions to address resource shortages and ensure equitable access to quality learning materials across all EPP components.

5 DISCUSSION

The study highlights the critical role of learning materials in effective EPP instruction. The consistent availability of modules and activity sheets reflects DepEd's efforts to provide standardized resources, yet the limited supply of textbooks and hands-on tools reveals persistent gaps. Outdated textbooks hinder contextual relevance, while shortages of functional tools restrict experiential learning, particularly in Industrial Arts and Agri-Fishery Arts.

The uniformity of usage across districts, as indicated by ANOVA results, suggests that teachers maximize available resources despite disparities in access. However, reliance on modules and activity sheets may limit opportunities for practical skill development, which is central to EPP's objectives. The challenges identified—such as inadequate tools, poor internet connectivity, and insufficient digital resources—mirror broader issues in resource allocation and infrastructure support in Philippine education.

Addressing these challenges requires a multi-pronged approach. Provision of adequate and updated materials must be prioritized, alongside teacher training to optimize resource utilization. Community partnerships and local innovations can supplement shortages, particularly in rural and coastal schools. Integration of ICT resources is essential to modernize EPP instruction and prepare learners for digital literacy.

Ultimately, strengthening resource management and utilization in EPP contributes to improved student outcomes, equipping learners with practical skills for livelihood, employability, and lifelong learning.

6 CONCLUSIONS

This study concluded that EPP learning materials in Tabaco City Division are available but unevenly distributed across components. Modules and activity sheets were consistently accessible, while textbooks and hands-on tools were limited. Digital resources were moderately available, with disparities between urban and rural schools.

Usage levels indicated that teachers often utilized modules, activity sheets, and digital resources in Home Economics, Agri-Fishery Arts, and ICT, while Industrial Arts materials were used less frequently. ANOVA results confirmed no significant differences in usage across districts, reflecting uniform practices despite contextual challenges.

The most pressing challenges included lack of functional kitchen and sewing tools, insufficient carpentry and electrical equipment, inadequate aquaculture and gardening supplies, and limited ICT devices coupled with poor internet connectivity. These constraints hindered the effective delivery of EPP lessons and restricted learners' opportunities for hands-on skill development.

To address these gaps, the study proposed a school learning resource plan emphasizing provision of adequate materials, enhancement of teacher competencies, and strengthening of partnerships with government, private institutions, and community stakeholders. Regular monitoring and professional development are essential to ensure effective utilization of resources.

By improving the availability and use of EPP learning materials, schools can enhance instructional delivery, promote equitable access, and better equip learners with practical skills necessary for livelihood and lifelong learning. This contributes to national development goals by fostering self-reliant, productive, and employable citizens prepared to meet the demands of a rapidly changing society.

STATEMENTS ON COMPLIANCE WITH ETHICAL STANDARDS

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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 Tabaco City.

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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