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Implementation of the Edukasyong Pantahanan at Pangkabuhayan (EPP) Program by Elementary School Teachers

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Abstract- ***This study assessed the extent of implementation of the Edukasyong Pantahanan at Pangkabuhayan (EPP) program in Information and Communication Technology (ICT), Agriculture and Fisheries Arts (AFA), Family and Consumer Science (FCS), and Industrial Arts (IA) using Context, Input, Process, and Product (CIPP) evaluation model. Employing a quantitative descriptive-correlational design, data were gathered through a survey questionnaire administered to 132 elementary school teachers in the Schools Division of Aurora during School Year 2025–2026. Weighted mean, overall weighted mean, and grand overall weighted mean were used for analysis. Findings revealed that all CIPP dimensions across the four subject areas were consistently rated as "slightly extensive," indicating limited implementation. Specifically, gaps were evident in contextual alignment, resource adequacy, instructional processes, and learner outcomes. The study concludes that while EPP is being implemented, its effectiveness remains constrained, necessitating strengthened curriculum contextualization, improved resource provision, enhanced instructional strategies, and more competency-based outcome development.***

Index Terms- ***Agriculture and Fisheries Arts (AFA), Edukasyong Pantahanan at Pangkabuhayan (EPP) Program; elementary school teachers, Family and Consumer Science (FCS), Industrial Arts (IA), Information and Communication Technology (ICT)***

I. INTRODUCTION

The Edukasyong Pantahanan at Pangkabuhayan (EPP) program remains a critical component of elementary education in developing learners' practical competencies across Information and Communication Technology (ICT), Agriculture and Fisheries Arts (AFA), Family and Consumer Science (FCS), and Industrial Arts (IA). International studies consistently emphasize that effective technical-vocational education depends on the alignment of contextual relevance, adequate instructional inputs, structured processes, and measurable product outcomes. For instance, ICT integration requires sufficient digital infrastructure and pedagogical innovation to achieve digital literacy beyond basic computer use (Khalic, 2025), while agricultural education highlights the necessity of experiential, hands-on learning environments to develop productivity and sustainability skills (Matienzo, n.d.). Likewise, Monville et al. (2020) underscores life skills and resilience-building through community engagement, and Industrial Arts education is strengthened through industry linkages and competency-based training (Avil, 2018).

Dosaban & Pascua (2024) consistently report gaps in resource provision, instructional implementation, and outcome attainment in EPP-related programs. Local investigations in nearby provinces, studies conducted reveal persistent challenges such as limited instructional materials, insufficient teacher training, and weak integration of community-based learning experiences (Basibasi & Dogondon, 2025; Caanawan, 2025; Jarabese, 2021; Molanda, 2019). In Aurora Province, preliminary local assessments similarly suggest variability in the availability of ICT tools, agricultural facilities, and industrial arts equipment, as well as inconsistent implementation of competency-based instruction across schools. These localized findings highlight the need for a systematic evaluation of EPP implementation. Hence, this study utilizes the Context, Input, Process, and Product (CIPP) model to comprehensively assess the extent of EPP implementation in the Schools Division of Aurora and to generate evidence-based recommendations for program enhancement.

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II. METHODOLOGY

The study employed a quantitative, descriptive-correlational research design utilizing a survey questionnaire–checklist to gather data on the implementation of the Edukasyong Pantahanan at Pangkabuhayan (EPP) program. It specifically adopted an ex post facto, one-shot case study approach and was conducted during School Year 2025–2026. The respondents comprised 132 Elementary School Teachers (ESTs) from eight districts of the Schools Division of Aurora, specifically in disctricts, Dilasag, Dingalan, Ma. Aurora East, Baler, Casiguran, San Luis, Dinalungan, Dipaculao North and South, and Ma. Aurora West. The extent of implementation across the CIPP dimensions, Context, Input, Process, and Product, was analyzed using the weighted mean (WM), overall weighted mean (OWM), and grand overall weighted mean (GOWM). Responses were interpreted using a five-point Likert scale with descriptive equivalents ranging from "Very Extensive" (4.50–5.00) to "Not Extensive" (1.00–1.49), providing a standardized measure of implementation levels across all indicators.

III. RESULTS AND DISCUSSIONS

The Extent of Implementation of EPP Program to ICT, AFA, FCS, and IA as to Context

Table I: Context of the Implementation of the EPP Program in Information and Communication Technology (ICT)

Information & Communication Technology (ICT) *Indicator Statement* The context of the implementation of the EPP Program is focused on . ..	WM	TR
teaching computer skills to achieve success in the 21st century.	1.621	SE
using computer-based learning activities in the classroom.	1.561	SE
using ICT to increase quality in productivity.	1.568	SE
improving learners' knowledge, skills, values and attitudes in the use of computer-based technology.	1.598	SE
enabling learners to cope with advancement of computer-based technology.	1.538	SE
TOTAL	7.886	
Overall Weighted Mean (OWM) for ICT Context	1.577	SE

The results show that the Edukasyong Pantahanan at Pangkabuhayan (EPP) program's implementation in the Information and Communication Technology (ICT) Context dimension is only marginally extensive (OWM = 1.577), indicating a limited alignment between program objectives and the changing demands of digital education. While teaching computer skills for 21st-century success (WM = 1.621), the indicator with the highest rating, acknowledges digital competence as a fundamental educational objective, its low categorical rating suggests inadequate contextual support, such as infrastructure, curriculum integration, and policy reinforcement.

More critically, the lowest-rated indicator—enabling learners to cope with advancements in computer-based technology (WM = 1.538)—highlights a gap in preparing learners for rapidly changing technological environments. This finding aligns with studies emphasizing that effective ICT integration requires not only skill instruction but also adaptive learning ecosystems and sustained institutional support (Casane, 2026 and Nercuit, 2026). Hence, strengthening contextual readiness is imperative for meaningful ICT implementation.

Table II: Context of the Implementation of the EPP Program in Agriculture and Fisheries Arts (AFA)

Agriculture and Fisheries Arts (AFA) *Indicator Statement* The context of the implementation of the EPP Program is focused on . . .	WM	TR
providing an avenue for project sustainability for the learners.	1.591	SE
teaching skills in operating micro, small, and medium enterprises	1.576	SE

(SMME)		
guiding learners taking agriculture as a career path.	1.568	SE
familiarizing the learners in the management and operation of agriculture-fisheries related projects	1.576	SE
empowering the learners plan and implement agriculture-fisheries based projects	1.598	SE
TOTAL	7.909	
Overall Weighted Mean (OWM) for AGRI Context	1.582	SE

The findings demonstrate that the Edukasyong Pantahanan at Pangkabuhayan (EPP) program's implementation in the Context dimension of Agriculture and Fisheries Arts (AFA) is only marginally extensive (OWM = 1.582), indicating a lack of contextual support in matching agricultural education to learners' needs and local economic realities. Although empowering students to plan and carry out agriculture-fisheries projects (WM = 1.598), the highest-rated indicator, reflects some emphasis on experiential and skills-based learning, its low ranking suggests that such programs are neither fully institutionalized nor sufficiently supported.

Of greater importance, encouraging students to pursue agriculture as a career path (WM = 1.568), the indicator with the lowest rating, reveals a severe gap in career orientation and value development toward agri-based professions. This result is in line with the study of Molanda (2018) and Yanes (n.d.) showing a decline in student's interest in agriculture as a result of inadequate career integration and curriculum contextualization. Therefore, improving career connection and contextual relevance is crucial to improving AFA implementation.

Table III: Context of the Implementation of the EPP Program in Family & Consumer Science (FCS)

Family & Consumer Science (FCS) *Indicator Statement* The context of the implementation of the EPP Program is focused on . . .	DR	TR
developing learners' awareness of various jobs and activities related to home economics.	1.492	SE
teaching the learners' proper self-care and home management	1.470	SE
empowering the learners to become productive and self-reliant members of community	1.424	SE
teaching food preparation and culinary skills to learners.	1.485	SE
applying safety procedures in using kitchen tools and utensils.	1.515	SE
TOTAL	7.386	
Overall Weighted Mean (OWM) for FCS Context	1.477	SE

These findings highlight that the Edukasyong Pantahanan at Pangkabuhayan (EPP) program's implementation in the Context dimension of Family and Consumer Science (FCS) is only marginally extensive (OWM = 1.477), suggesting a weak contextual foundation for developing home-based competencies and life skills. Applying safety procedures when using kitchen tools and utensils is the highest-rated indicator (WM = 1.515), which suggests some attention to practical and safety-oriented instruction, but its low rating suggests that such practices are not consistently embedded within a larger, well-supported learning environment.

Furthermore, the lowest-rated indicator, enabling students to become self-sufficient and productive community members (WM = 1.424), reveals a large gap in accomplishing FCS's primary goal, which is to foster socioeconomic production and functional independence. This aligns with contemporary studies emphasizing that effective FCS programs require contextual integration of life skills, values formation, and community relevance to promote sustainable self-reliance (Basibasi & Dagondon, 2025; Casane, 2026, Dosaban & Beltran-Salipong, 2025; Molanda, 2019). Thus, enhancing contextual support is crucial.

Table IV: Context of the Implementation of the EPP Program in Industrial Arts (IA)

Industrial Arts (IA) *Indicator Statement* The context of the implementation of the EPP	DR	TR

Program is focused on . . .		
equipping learners with certifiable skills in Industrial Arts.	1.606	SE
developing the skills of the learners aligned with the SDGs.	1.546	SE
creating simple wood works with safety precautions.	1.523	SE
applying safe procedures in electrical installations and other industrial arts activities.	1.538	SE
teaching skills in constructing metal works and projects, and increased productivity.	1.565	SE
TOTAL	7.765	
Overall Weighted Mean (OWM) for IA Context	1.553	SE

The outcomes imply that the Edukasyong Pantahanan at Pangkabuhayan (EPP) program's implementation in the Industrial Arts (IA) Context dimension is only marginally extensive (OWM = 1.553), indicating a lack of contextual preparation to facilitate the development of technical-vocational skills. Although the highest-rated indicator—providing students with certifiable skills in Industrial Arts (WM = 1.606)—reflects an intended alignment with employability outcomes and competency-based education, its low categorical rating suggests inadequate institutional support, such as access to facilities, tools, and industry-relevant standards.

Meanwhile, the lowest-rated indicator, creating simple woodworks with safety precautions (WM = 1.523), points to a gap in foundational, hands-on skill acquisition and safety integration, which are critical in technical training. According to Jarabese (2021), effective industrial arts education requires adequate learning environments, safety compliance, and contextualized instruction to ensure skill mastery. Strengthening contextual input is essential to improve IA implementation.

The Extent of Implementation of EPP Program to ICT, AFA, FCS, and IA as to Input

Table V: Input in the Implementation of the EPP Program in Information and Communications Technology (ICT)

Information & Communications Technology (ICT) *Indicator Statement* The input in the implementation of the EPP Program included . . .	DR	TR
Computer-based resources and devices.	1.606	SE
Laptops for the teachers and learner.	1.644	SE
Software applications that support the learning activities	1.606	SE
Appropriate time schedules to improve efficiency and proficiency.	1.614	SE
Linkages that provide job opportunities to students with ICT skills.	1.614	SE
TOTAL	8.083	
Overall Weighted Mean (OWM) for ICT Input	1.617	SE

The results confirm that the Edukasyong Pantahanan at Pangkabuhayan (EPP) program's implementation in the Information and Communication Technology (ICT) Input dimension is only marginally extensive (OWM = 1.617), indicating a lack of essential resources required for program delivery. Although the highest-rated indicator, the availability of laptops for educators and students (WM = 1.644), indicates a moderate degree of hardware access, its low category rating suggests that the amount or distribution of these resources is still insufficient.

Additionally, the indicator with the lowest rating, the availability of software programs that support learning activities (WM = 1.606), indicates a serious lack of digital tools that enable meaningful and engaging ICT integration. This disparity between software and hardware inputs is indicative of a widespread problem in educational settings where functioning digital ecosystems are subordinated to infrastructure. According to Monville-Oror et al. (2020) effective ICT adoption necessitates not just physical equipment but also suitable software, technical assistance, and instructional alignment. Therefore, improving input provisions is essential to the success of the program.

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Table VI: Input in the Implementation of the EPP Program in Agriculture-Fisheries Arts (AFA)

Agriculture-Fisheries Arts (AFA) *Indicator Statement* The input in the implementation of the EPP Program included . . .	DR	TR
1.farm tools and equipment for use in learning agricultural & fisheries processes	1.629	SE
seeds, seedlings, and cultivars for actual planting experiences.	1.636	SE
garden/ farm & fisheries area dedicated to learning how to produce fish and farm products.	1.621	SE
tools for applying fertilizers and irrigating the crop.	1.674	SE
harvesting tools and equipment for gathering and marketing the produce	1.659	SE
TOTAL	8.220	
Overall Weighted Mean (OWM) for AGRI Input	1.644	SE

The findings exhibit that the Edukasyong Pantahanan at Pangkabuhayan (EPP) program's implementation in the Agriculture-Fisheries Arts (AFA) Input dimension is only marginally extensive (OWM = 1.644), indicating insufficient provision of crucial instructional resources required for successful agricultural learning. The indication with the highest rating, "availability of tools for applying fertilizer and irrigating crops" (WM = 1.674), indicates a certain level of access to fundamental agricultural tools, but its modest value shows that these resources are either insufficient or inconsistently available.

The availability of a dedicated garden or farm area for experiential learning (WM = 1.621), the indication with the lowest rating, highlights a crucial deficiency in the provision of real, hands-on learning environments, which are essential to agricultural education. This restriction hinders learners' acquisition of experience knowledge and practical skills. Efficient AFA implementation necessitates both tools and access to contextualized learning environments that mimic actual agricultural operations (Avila, 2018). Improving resource inputs is crucial to the success of the program.

Table VII. Input in the Implementation of the EPP Program in Food & Catering Services (FCS)

Food & Catering Services (FCS) *Indicator Statement* The input in the implementation of the EPP Program included . . .	DR	TR
cooking equipment, devices, and utensils	1.591	SE
recipes of local cultural foods for the home as well as for small catering enterprise	1.583	SE
cleaning tools and equipment for maintaining cleanliness and hygiene in the kitchen	1.614	SE
set of learning activities that provide opportunities to practice marketing management skills	1.583	SE
local linkages that can provide opportunities to market the learners' culinary and food preparation skills	1.576	SE
TOTAL	7.947	
Overall Weighted Mean (OWM) for FCS Input	1.589	SE

The results demonstrate that the Edukasyong Pantahanan at Pangkabuhayan (EPP) program's implementation in the Family and Consumer Science (FCS) Input dimension is only marginally extensive (OWM = 1.589), suggesting a lack of resources and support systems required for the efficient delivery of FCS competencies. The availability of cleaning tools and equipment for maintaining kitchen hygiene (WM = 1.614), the indicator with the highest rating, indicates a minimal level of attention to sanitation and safety; yet, its modest rating suggests that such facilities remain insufficient or inconsistently supplied.

More critically, the lowest-rated indicator, establishment of local linkages to support marketing opportunities for learners' culinary skills (WM = 1.576), highlights a significant gap in external support and real-world application of skills. This limitation constrains learners' exposure to entrepreneurial and livelihood opportunities, which are central to FCS objectives. In line with the study of Escobar & Pascua (2024), to improve skill application and economic relevance, successful FCS

programs need not merely monetarily resources but also solid community connections and experiential learning. Consequently, it is vital to strengthen input support systems.

Table VIII. Input in the Implementation of the EPP Program in Industrial Arts (IA)

Industrial Arts (IA) *Indicator Statement* The input in the implementation of the EPP Program included . . .	DR	TR
Industrial arts tools and equipment.	1.629	SE
locally available resources materials.	1.659	SE
samples of marketable hand-crafted products.	1.636	SE
set of modern devices and machines that can facilitates the production industrial arts crafts and products.	1.652	SE
linkages with local industries and markets for finished products.	1.659	SE
TOTAL	8.235	
Overall Weighted Mean (OWM) for IA Input	1.647	SE

The results reveal that the Edukasyong Pantahanan at Pangkabuhayan (EPP) program's implementation in the Input dimension of Industrial Arts (IA) is only marginally extensive (OWM = 1.647), indicating a limited level of institutional support and resource provision for successful skills-based instruction. The availability of locally sourced materials and connections with local markets and industries (WM = 1.659) are the highest-rated indicators, indicating a growing understanding of community integration and contextual resource utilization, but their low rating highlights how underdeveloped and inconsistently operationalized these provisions are.

Ultimately, the lowest-rated indicator, the availability of industrial arts instruments and equipment (WM = 1.625), indicates a basic deficiency in crucial educational infrastructure, which is key to the growth of technical competency and craftsmanship. This scarcity severely restricts students' access to real-world, practical experiences, which are essential to industrial arts education. According to Yanes (n.d.), successful technical-vocational education necessitates not only having access to the right tools and equipment but also maintaining industry connections and creating resource-rich learning environments that promote employability and competency development (Basibasi & Dagondon, 2025 & Nercuit, 2026). Therefore, upgrading input systems is essential for implementing programs in an effective manner.

The Extent of Implementation of EPP Program to ICT, AFA, FCS, and IA as to Process

Table IX: Process in the Implementation of the EPP Program in Information & Communications Technology (ICT)

Information & Communications Technology (ICT) *Indicator Statement* The processes involved in the implementation of the EPP Program included . . .	DR	TR
instruction using downloaded instructional materials from the DepEd portals	1.583	SE
using different and appropriate teaching-learning strategies in becoming competitive both locally and globally.	1.546	SE
using appropriate software in delivering lessons on increasing productivity.	1.546	SE
hands-on learning using interactive gadgets compatible with the emerging 21st century digital environment.	1.583	SE
linking with government/ non-government offices for on-the-job training.	1.606	SE
TOTAL	7.864	
Overall Weighted Mean (OWM) for ICT Process	1.573	SE

The findings reveal that the implementation of the Edukasyong Pantahanan at Pangkabuhayan (EPP) program in the Process dimension of Information and Communications Technology (ICT) is only slightly extensive (OWM = 1.573), indicating a limited degree of effectiveness in instructional delivery and pedagogical execution. This suggests that ICT-related

teaching and learning processes are present but remain insufficiently developed to ensure meaningful integration of digital competencies and 21st-century skills. The highest-rated indicator, linking with government and non-government agencies for on-the-job training (WM = 1.606), reflects an emerging, albeit weak, effort to extend learning beyond the classroom through experiential and industry-based exposure. However, the lowest-rated indicators, utilization of appropriate teaching-learning strategies for global competitiveness and application of suitable software in enhancing productivity (both WM = 1.546), underscore critical deficiencies in pedagogical innovation and digital resource utilization.

These findings imply that teaching methods are still mostly traditional and have not changed much to meet changing technology needs. According to recent research, for the purpose of promoting learner competitiveness and digital fluency, successful ICT integration requires strategic instructional design, deliberate use of digital resources, and ongoing stakeholder collaboration (Khalic, 2025). Therefore, strengthening program efficacy requires increasing educational approaches.

Table X: Process in the Implementation of the EPP Program in Agriculture-Fisheries Arts (AFA)

Agriculture (AGRI) *Indicator Statement* The processes involved in the implementation of the EPP Program included . . .	DR	TR
hands-on learning using real tools in gardening and fisheries management.	1.583	SE
learning to cultivate of high-value yielding crops for increase production, and marketing skills to put the produce in viable markets.	1.629	SE
practicing viable post-harvest practices in preservation and minimizing waste in farm products and fish processing.	1.583	SE
cultivating locally available source of healthy food and food products	1.629	SE
linking learners' income generating project to stable local markets	1.606	SE
TOTAL	8.030	
Overall Weighted Mean (OWM) for AGRI Process	1.606	SE

The findings indicate that the Process dimension of Agriculture-Fisheries Arts (AFA) in the implementation of the Edukasyong Pantahanan at Pangkabuhayan (EPP) program is only slightly extensive (OWM = 1.606), suggesting that instructional delivery and experiential learning practices remain inadequately developed. While some process-oriented activities are evident, these are not yet sufficiently strengthened to fully support the development of agricultural and fisheries competencies among learners. Notably, the highest-rated indicators, cultivation of high-value crops for enhanced production and marketability, and utilization of locally available food sources for sustainable consumption (WM = 1.629), demonstrate a moderate orientation toward productivity and resource optimization. However, these practices appear limited in scope and consistency, indicating that experiential application in real agricultural contexts is still constrained. The results imply that the instructional processes in AFA require further enhancement to ensure deeper engagement in hands-on learning and more effective development of relevant livelihood skills.

These practices are still insufficiently institutionalized, which limits consistent learner engagement and the attainment of meaningful skill mastery. In contrast, the lowest-rated indicator, hands-on learning using actual tools in gardening and small fisheries management (WM = 1.583), highlights a significant weakness in experiential, practice-based instruction, which is fundamental for authentic skill development in Agriculture-Fisheries Arts (AFA). As a result, instructional delivery tends to lean toward theoretical understanding rather than sustained application in real-world agricultural contexts. Contemporary educational literature emphasizes that effective AFA implementation depends on consistent experiential learning opportunities, adequate access to functional tools, and strong contextual integration of agricultural practices to enhance learner competence and productivity (Caanawan, 2025). Hence, reinforcing

the implementation process through more structured, practice-oriented, and resource-supported instruction is essential to improve learner outcomes in AFA.

Table XI: Process in the Implementation of the EPP Program in Food & Catering Services (FCS)

Food & Catering Services (FCS) *Indicator Statement* Process involved in the implementation of the EPP Program included . . .	DR	TR
assessing home management activities for the purpose of improving them.	1.568	SE
practicing management and maintenance of family health and nutrition.	1.546	SE
practicing harmonious relationship in different family situations.	1.576	SE
searching for locally available source of healthy food and food recipes that worth preserving and promoting.	1.576	SE
linking with local culinary service providers for meaningful on-the-job trainings in increased productivity.	1.583	SE
TOTAL	7.848	
Overall Weighted Mean (OWM) for FCS Process	1.570	SE

The findings show that the Edukasyong Pantahanan at Pangkabuhayan (EPP) program's implementation in the Process dimension of Family and Consumer Science (FCS) is only marginally extensive (OWM = 1.570), indicating that instructional delivery's ability to convert learning competencies into significant, practice-based outcomes is still limited. While FCS activities are present, they appear unevenly implemented and lack the depth required to strengthen learners' life skills, household efficiency, and community productivity. The highest-rated indicator, linking with local culinary service providers for on-the-job training to enhance productivity (WM = 1.629), signals some degree of community engagement and exposure to real-world work environments; however, this remains sporadic and not fully embedded within a sustained partnership framework.

On the other hand, the lowest-rated indicator, practicing management and maintenance of family health and nutrition (WM = 1.546), reveals a shortfall in embedding essential wellness-oriented and daily living competencies into instructional practice. Collectively, these results imply that FCS instruction is still largely fragmented, with limited experiential depth and practical integration. Aligned with contemporary educational scholarship, effective FCS instruction is best achieved through structured experiential learning, sustained engagement with community-based partners, and continuous application of essential life skills that bridge classroom learning with real-life contexts. Such an approach ensures that learners not only acquire theoretical understanding but also develop functional competencies that are responsive to household demands and broader socio-economic realities (Dosaban & Beltran, 2025 and Molanda, 2019). Accordingly, there is a pressing need to reinforce and enrich instructional processes to achieve more meaningful and practice-oriented learning outcomes in FCS.

Table XII: Process in the Implementation of the EPP Program in Industrial Arts

Industrial Arts (IA) *Indicator Statement* Process involved in the implementation of the EPP Program included . . .	DR	TR
demonstrating step-by-step safety practices in doing industrial arts projects.	1.568	SE
applying varied continuous learning strategies for increasing productivity in the industry in modern settings.	1.561	SE
certifying relevant skills for work in locally available industries through standard assessment.	1.583	SE
identifying entry points for work and employment in local industries.	1.583	SE
generating and initiating livelihood projects in the community aimed to increase productivity and self-sufficiency.	1.561	SE
TOTAL	7.856	

Overall Weighted Mean (OWM) for IA Process	1.571	SE

The findings indicate that the implementation of the Edukasyong Pantahanan at Pangkabuhayan (EPP) program in the Process dimension of Industrial Arts (IA) is only slightly extensive (OWM = 1.571), suggesting a constrained level of effectiveness in translating instructional activities into meaningful competency development. While process-oriented practices are evident, they appear insufficiently robust to fully support the cultivation of employability skills and industry readiness among learners. The highest-rated indicators, certification of relevant skills aligned with local industry standards and identification of employment entry points within nearby sectors (WM = 1.583), reflect an emerging but limited alignment with technical-vocational education objectives, particularly in strengthening career pathways and assessment-based validation.

However, the relatively low ratings indicate that such mechanisms remain weakly institutionalized. In contrast, the lowest-rated indicators, practices related to household productivity integration and the development of livelihood projects for community advancement (WM = 1.561), reveal a notable gap in fostering entrepreneurial orientation and socio-economic application within IA instruction. Collectively, these results suggest that while instructional processes are partially responsive to labor-market expectations, they lack depth in experiential, industry-anchored, and sustainability-driven implementation. Consistent with the findings of Caanawan (2025), effective industrial arts education requires well-established certification systems, strong industry partnerships, and community-based livelihood integration to enhance both technical proficiency and employability outcomes. Therefore, enhancing process implementation is imperative for achieving program effectiveness.

The Extent of Implementation of EPP Program to ICT, AFA, FCS, and IA as to Product

Table XIII: Product in the Implementation of the EPP Program in Information & Communications Technology (ICT)

Information & Communications Technology (ICT) *Indicator Statement* The products resulting from the implementation of the EPP Program included . . .	DR	TR
functionally skilful individuals in the used of ICT applications	1.614	SE
ICT skills competent individuals who can compete locally and globally	1.606	SE
well-informed individuals who can help to increase productivity	1.606	SE
technically equipped individuals with 21st century emerging digital skills	1.614	SE
responsible citizens with digital technology-related knowledge and skills who can work in government, as well as, in the non-government sector.	1.614	SE
TOTAL	8.053	
Overall Weighted Mean (OWM) for ICT Product	1.611	SE

The findings indicate that the implementation of the Edukasyong Pantahanan at Pangkabuhayan (EPP) program in the Product dimension of Information and Communications Technology (ICT) is only slightly extensive (OWM = 1.611), reflecting a limited level of attainment in expected learner outcomes and competency development. This suggests that while ICT-related outputs are evident, they remain insufficiently developed to meet the standards of 21st-century digital literacy and global competitiveness. The highest-rated indicator functionally skilled individuals in the use of ICT applications, technically equipped learners with emerging digital competencies, and digitally responsible citizens capable of working across sectors (WM = 1.583), reflect an emerging alignment with desired graduate attributes; however, their modest ratings imply that such competencies are not yet fully realized or consistently demonstrated. Conversely, the lowest-rated indicators, ICT-skilled

individuals capable of competing locally and globally and well-informed learners contributing to productivity enhancement (WM = 1.561), highlight a critical gap in producing globally competitive and productivity-oriented ICT outputs. These findings suggest that learner outcomes remain at a foundational rather than advanced level of digital proficiency.

Effective ICT instruction ought to proceed beyond basic technical proficiency, developing students who exhibit flexibility, creativity, and competitiveness in quickly changing digital ecosystems, according to recent educational research (Basibasi & Dagondon, 2025). Also, Dosaban & beltran-Salipong (2025) indicate that effective ICT outcomes are contingent upon learner-centered practices that foster higher-order digital capabilities, integrated digital pedagogy, and access to relevant technologies. Thus, enhancing outcome-based implementation is essential to guarantee that learning outcomes result in significant digital literacy, the ability to solve problems, and productivity in practical settings.

Table XIV: Product in the Implementation of the EPP Program in Agriculture and Fishery Arts (AFA)

Agriculture-Fisheries Arts (AFA) *Indicator Statement* The products resulting from the implementation of the EPP Program included . . .	DR	TR
self-sufficient and productive members of the community farming industry.	1.598	SE
individuals who have developed farm-market resource management skills.	1.576	SE
effective practitioners in high productivity in the field of horticulture and post-harvest product preservation and waste minimization skills.	1.606	SE
capable leaders in agriculture and in fisheries in their respective communities promoting growing and consuming healthy organically produced foods.	1.614	SE
catalysts of transformation and development of safe and organic farming.	1.598	SE
TOTAL	7.992	
Overall Weighted Mean (OWM) for AGRI Product	1.598	SE

The findings reveal that the implementation of the Edukasyong Pantahanan at Pangkabuhayan (EPP) program in the Product dimension of Agriculture-Fisheries Arts (AFA) is only slightly extensive (OWM = 1.598), indicating that learner outcomes remain at a developing stage rather than fully competency-driven outputs. This suggests that while agricultural knowledge, leadership tendencies, and sustainability awareness are emerging among learners, these have not yet translated into strong market-oriented productivity or advanced agricultural enterprise skills. The highest-rated indicator, learners as capable agricultural leaders promoting the production and consumption of healthy, organically produced food (WM = 1.614), reflects growing awareness of sustainable agriculture and community-based food systems.

Similar studies note that such leadership outcomes often remain aspirational without sustained experiential reinforcement and resource support (Casane, 2026 & Nercuit, 2026). Conversely, the lowest-rated indicator, farm-market resource management skills (WM = 1.576), underscores a persistent gap in entrepreneurial competence and value-chain integration, a concern also observed in agricultural education literature where limited exposure to real market systems constrains productivity outcomes (Excobar & Pascua, 2024; Basibasi & Dagondon, 2026; Molanda, 2019). Matienzo (n.d.) further emphasized that strong AFA outcomes require experiential, technology-supported, and livelihood-oriented instruction to translate competencies into real economic participation and community development.

Table XV: Product in the Implementation of the EPP Program in Family and Consumer Science (FCS)

Food & Catering Services (FCS) *Indicator Statement* Product resulting from the implementation of the EPP	DR	TR

Program included . . .		
resilient individuals who can help keep harmony in the family even under extreme events in life.	1.576	SE
lifelong learners who value intrinsic motivation for continuous family improvement, especially in family health and nutrition.	1.606	SE
young citizens imbued with strong nationalism and appropriate Filipino values, especially health and strength.	1.583	SE
members of the family and community upholding the value of the common good.	1.606	SE
individuals practicing adaptive leadership at home and in the community, especially in the culinary service industry.	1.598	SE
TOTAL	7.970	
Overall Weighted Mean (OWM) for FCS Product	1.594	SE

The findings indicate that the implementation of the Edukasyong Pantahanan at Pangkabuhayan (EPP) program in the Product dimension of Family and Consumer Science (FCS) is only slightly extensive (OWM = 1.594), reflecting a constrained level of attainment in the intended learner outcomes, particularly in relation to life skills integration, values formation, and family-centered competencies. This suggests that the program is producing outcomes that are largely idealistic in orientation but only partially observable in actual learner behavior and disposition. The highest-rated indicators, lifelong learners who demonstrate intrinsic motivation for continuous family improvement, especially in health and nutrition, and individuals who uphold the common good within family and community contexts (WM = 1.606), reflect a developing awareness of FCS values such as wellness consciousness and communal responsibility; however, these remain inconsistently manifested in learners' lived competencies.

In contrast, the lowest-rated indicator—resilient individuals capable of maintaining family harmony amid extreme life events (WM = 1.576)—reveals a notable gap in the development of psychosocial resilience, emotional regulation, and crisis-responsive life skills among learners. This finding is particularly critical, as resilience is widely recognized in Family and Consumer Science education as a foundational competency that enables individuals to navigate family stressors, socio-economic disruptions, and adverse life conditions effectively FCS programs yield stronger outcomes when they incorporate experiential, scenario-based, and reflective learning strategies that simulate real-life family challenges, thereby strengthening emotional adaptability and decision-making under pressure (Molanda, 2019).

The deficiency observed in this indicator aligns with literature suggesting that when instruction is overly content-driven and insufficiently experiential, learners tend to develop conceptual understanding without corresponding behavioral resilience or applied life skills (Casane, 2026). The results imply that FCS outcomes remain largely cognitive and value-oriented rather than fully internalized and behaviorally manifested, underscoring the need for immersive, context-rich, and socio-emotionally anchored instructional approaches to strengthen learner resilience and functional life preparedness.

Table XVI: Product in the Implementation of the EPP Program in Industrial Arts (IA)

Industrial Arts (IA) *Indicator Statement* Product resulting from the implementation of the EPP Program included . . .	DR	TR
individuals who are capable of pursuing employment, entrepreneurship or higher education associated with industrial arts.	1.591	SE
career practitioners capable of practicing safety in various sectors of industry.	1.583	SE
responsible citizens at home and in the community promoting self-sufficiency in industry.	1.568	SE
competent individuals possessing skills in carpentry, woodworking, and industrial arts for increasing productivity.	1.546	SE

confident citizens who possess the management skills in marketing his/her skills and capabilities of increasing productivity in industry.	1.568	SE
TOTAL	7.856	
Overall Weighted Mean (OWM) for IA Product	1.571	SE

The findings reveal that the implementation of the EPP program in the Product dimension of Industrial Arts (IA) is only slightly extensive (OWM = 1.571), indicating that learner outcomes have not yet reached the level expected of a competency-based technical-vocational program. This suggests that while students demonstrate emerging potential for employment, entrepreneurship, or further education, these pathways remain largely aspirational rather than firmly established. The highest-rated indicator points to this transitional readiness (WM = 1.591), yet its modest rating signals that career preparedness is still fragile and unevenly developed. More concerning is the lowest-rated indicator, actual proficiency in carpentry and woodworking skills (WM = 1.546), which exposes a foundational gap in hands-on mastery, the very core of industrial arts training.

This pattern aligns with studies emphasizing that without sustained exposure to authentic workshop practice, industry-standard tools, and performance-based assessment, technical competencies remain superficial and fragmented (Casane, 2026; Khalic, 2025; Nercuit, 2026). Taken together, the results suggest a misalignment between intended outcomes and actual skill formation, shifting the focus toward the need for stronger experiential grounding and authentic performance-based learning environments rather than mere outcome aspiration.

IV. CONCLUSION

The findings of the study reveal that the implementation of the Edukasyong Pantahanan at Pangkabuhayan (EPP) program across the Context, Input, Process, and Product (CIPP) dimensions in Information and Communication Technology (ICT), Agriculture and Fisheries Arts (AFA), Family and Consumer Science (FCS), and Industrial Arts (IA) is consistently “slightly extensive.” This indicates that while the program is operational across all domains, it remains inadequately developed to ensure optimal effectiveness. Across all subject areas, the Context dimension shows limited alignment with emerging competencies, Inputs reflect insufficient instructional resources and support systems, Processes reveal constrained pedagogical and experiential implementation, and Products indicate only foundational learner outcomes rather than advanced competencies. Notably, ICT and IA demonstrate gaps in digital and technical proficiency, AFA shows limited experiential agricultural productivity, and FCS reflects underdeveloped life skills and resilience formation. Collectively, the results imply a systemic need to strengthen curriculum contextualization, resource allocation, instructional strategies, and outcome-based implementation.

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