ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25aug1442

Building Technical Skills: Annotations of Edukasyong Pantahanan at Pangkabuhayan (EPP) Teachers

Juvy A. Uy

Publication Date: 2025/09/05

Abstract: **This phenomenological research looked into the strategies and challenges faced by Edukasyong Pantahanan at Pangkabuhayan (EPP) teachers in developing the technical skills of their students. The study involved nine (9) EPP teachers from a public elementary school in the Compostela West District, Division of Davao de Oro. Using thematic analysis, the study revealed that teachers often rely on hands-on activities and project-based learning (PBL), both of which effectively nurture practical skills, problem-solving, and entrepreneurial mindsets among learners. These approaches not only engage students in active participation but also help them connect classroom lessons with real-life applications. However, the teachers also encountered significant challenges such as limited resources, lack of time, and overcrowded classrooms. These barriers often limit the teachers' ability to provide individualized guidance and hinder the full implementation of skill-based learning. The findings highlighted that while these strategies help in enhancing students' technical skills, the effectiveness of teaching is hindered by these recurring difficulties. To address these issues, the study suggests improving resource allocation for EPP subjects and managing teacher-student ratios more effectively. Strengthening partnerships with stakeholders and local communities can also provide additional support in sustaining technical and livelihood programs. With these measures, schools can create supportive and sustainable learning environments where both teachers and learners can succeed in cultivating livelihood-oriented competencies.**

Keywords*: Building Technical Skills, Annotations, EPP Teachers.*

How to Cite: Juvy A. Uy (2025) Building Technical Skills: Annotations of Edukasyong Pantahanan at Pangkabuhayan (EPP) Teachers. *International Journal of Innovative Science and Research Technology*, 10(8), 2324-2327. https://doi.org/10.38124/ijisrt/25aug1442

I. INTRODUCTION

Edukasyong Pantahanan at Pangkabuhayan (EPP) is a subject in the elementary curriculum that aims to equip students with basic technical and vocational skills. These skills are relevant and useful in daily life, whether at home, in the workplace, or in future business endeavors. While the competencies taught in EPP are still at a basic level, they lay the groundwork for more advanced skills in areas like industry, digital technology, and entrepreneurship.

The EPP subject focuses on developing learners' technical abilities, guided by knowledge and information, entrepreneurial concepts, processes, work ethics, and values (Elli & Ricafort, 2020). These technical skills refer to the abilities, knowledge, and experience required to perform specific tasks, especially in fields such as Information and Communication Technology (ICT), Home Economics, Agriculture, Industrial Arts, and entrepreneurship.

Globally, educational systems, including that of Nigeria, face growing concerns over unemployment and the increasing number of graduates who are not job-ready. There is a growing need for education to help students develop life skills, particularly in using technology and engaging in entrepreneurship. Today's world requires innovative thinkers, job creators, and graduates who can explore opportunities and propose solutions to real-world challenges (Course Hero, 2023).

Banagiri et al. (2021) emphasize that globalization has reshaped how people live, learn, and work. Advances in information and communication technologies have redefined the concept of work itself. While human capital continues to drive modern economies, it is intelligence, enhanced by technology, that now serves as the primary source of value. In this context, economic growth increasingly depends on intellectual abilities rather than physical labor, with success tied to the development of skilled and adaptive workers.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25aug1442

In the Philippine setting, the Department of Education has expressed its commitment to nurturing a new generation of Filipinos who are deeply patriotic and capable of reaching their full potential. EPP plays a key role in this mission by helping learners build essential skills that prepare them for their future careers (Academe, 2024). However, there are ongoing concerns. One major issue is the lack of adequate facilities, which continues to hinder effective teaching and learning and, ultimately, impacts student performance (Buno, 2023).

Regionally, Tingzon and Buyok (2022) noted that the lack of instructional materials significantly affects teaching across all educational levels. This shortage forces educators to rely on abstract teaching methods, making lessons, especially in TLE or EPP, seem dry and unengaging. Additionally, some teachers struggle with limited ICT skills. There are those who feel hesitant or even fearful about using technology, particularly among older educators who have had limited exposure to digital tools. Many also face challenges related to internet connectivity and a lack of training in troubleshooting tech-related issues (Khanna and Prasad, 2020).

In the Compostela West District of Davao de Oro Division, EPP teachers continue to strive in helping students develop skills in entrepreneurship, ICT, Home Economics, Agriculture, and Industrial Arts. Despite facing consistent issues with limited equipment, supplies, and teaching materials, teachers remain committed and resilient in fulfilling their role.

As an EPP teacher, I see great value in conducting this study. It presents an opportunity to better understand the strategies teachers use to nurture students' technical skills, even in the face of challenges. This research aims to offer meaningful insights that can strengthen EPP instruction and make it more responsive to the needs of learners.

II. METHOD

This study employed a qualitative phenomenological design to address the research questions. Phenomenology seeks to uncover the essence of lived experiences by giving voice to participants' perspectives in their most authentic form. As emphasized by Tomaszewski et al. (2020) and Flood (2010), this approach is particularly valuable in qualitative inquiry because it examines the essential structures of experience and the meanings individuals attach to them.

In this research, the phenomenological design was used to capture raw and reflective accounts from teachers, focusing on their shared experiences and how they made sense of the phenomenon under study. A total of nine (9) EPP teachers from public elementary schools in the Compostela West District, Division of Davao de Oro, served as participants. To ensure diversity, teachers were drawn from small, medium, and large school categories. Participants were selected using purposive sampling, guided by the criteria that they must be EPP teachers with at least three (3) years of teaching experience.

The primary tool for data collection was in-depth interviews, which provided opportunities for deep, reflective conversations with the participants. Open-ended questions, combined with active listening and thoughtful probing, encouraged teachers to share their insights and personal experiences. This method is recognized as an effective means of gathering rich, detailed knowledge from participants.

As the researcher, I assumed the role of carefully organizing and coding the transcribed interviews to identify meaningful patterns and themes. Thematic content analysis was applied to systematically interpret the data and generate overarching themes relevant to the research questions. To guide this process, the framework of O'Connor and Gibson (2003) was followed, ensuring that the analysis was both methodical and rigorous.

To strengthen the credibility of the findings, environmental triangulation was also employed. By comparing data from small, medium, and large schools, the study was able to identify consistencies and differences across varied contexts. As noted by Vivek (2023), this strategy helps minimize bias in single-context studies by validating findings through cross-verification in diverse environments.

III. RESULTS AND DISCUSSIONS

Teachers play a vital role in shaping the technical skills of learners in Edukasyong Pantahanan at Pangkabuhayan (EPP) through practical, innovative, and learner-centered approaches. By aligning instruction with real-life contexts, EPP teachers make sure that learners acquire not only knowledge but also essential skills for household, personal, and economic productivity. In this study, the accounts of the participants revealed two major strategies they frequently employ to strengthen learners' technical skills:

- *Employing Hands-On Learning*

The findings showed that hands-on learning remains a central strategy for EPP teachers. Participants shared that engaging students in direct, experiential activities, such as food preparation, home management, and basic digital applications, serves as an effective bridge between classroom lessons and real-world competencies. Beyond reinforcing technical skills like budgeting, sewing, and entrepreneurship, hands-on learning also cultivates creativity, problem-solving, and active participation among students. This aligns with Mendoza (2024), who emphasized that performance tasks and experiential learning activities are integral to effective EPP instruction.

- *Conducting Project-Based Learning (PBL)*

Another key strategy identified was project-based learning. Teachers explained that PBL tasks, such as running small-scale businesses, conducting budgeting exercises, and addressing community-based issues, help learners develop crucial skills including financial literacy, teamwork, decision-making, and entrepreneurial thinking. These findings are

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25aug1442

supported by Delos Reyes (2020), who argued that collaborative and project-based pedagogies enhance students' performance in the Technical-Vocational-Livelihood (TVL) track.

However, Despite these effective approaches, participants also identified several pressing challenges that hinder their efforts to fully develop students' technical skills. In this study, the emerging themes on the challenges of EPP teachers building the technical skills of learners are as follows:

- *Limited Resources and Facilities*

A recurring concern among teachers was the lack of adequate resources and facilities. Participants highlighted shortages of tools such as sewing machines, gardening equipment, measuring instruments, and digital devices. These limitations forced them to rely heavily on theoretical instruction instead of practical application. Similar findings were reported by Nqabeni (2023), who noted that the absence of sufficient teaching materials undermines curriculum delivery and student mastery of technical skills.

- *Time Constraints*

Another significant challenge was the limited instructional time for EPP. Teachers reported that the overloaded curriculum often pressured them to cover competencies quickly, leaving little room for in-depth skill practice. This situation made it difficult to sustain activities like PBL, which require longer periods for meaningful implementation. Bongco (2022) similarly pointed out that time pressures in EPP and TVL instruction often force teachers to sacrifice depth for coverage, while Delos Reyes (2020) acknowledged that collaborative strategies demand adequate time to be effective.

- *Large Class Size*

Overcrowded classrooms also emerged as a major barrier. With 50 to 60 students in a class, teachers found it difficult to provide individual guidance during skill-based tasks such as cooking, sewing, or gardening. The large student-to-teacher ratio not only limited access to equipment but also compromised safety and the quality of group work, where groups of 8 to 10 often meant many learners had minimal hands-on experience. This challenge resonates with Brigadier Morning (2022), who stressed the need for active engagement and learner autonomy, both of which are hard to achieve in overcrowded environments.

The study further offers insights that can help strengthen technical skill development in EPP. It recommends prioritizing resource allocation for EPP programs and addressing teacher-student ratios to improve the quality of instruction. Adjustments to the curriculum are also suggested to allow more time for deep and sustained skill practice. These measures, combined with broader policy reforms, stakeholder collaboration, and targeted investments, can transform EPP into a program that effectively prepares learners with livelihood-ready skills for senior high school TVL education, while supporting national goals for workforce development and inclusive learning.

In conclusion, the study affirms that while EPP teachers employ effective strategies such as hands-on learning and project-based approaches, their efforts are significantly constrained by systemic challenges including limited resources, lack of time, and large class sizes. These barriers create gaps between theoretical knowledge and practical application. The findings resonate strongly with Kolb's Experiential Learning Cycle and Dewey's Experiential Learning Theory, both of which highlight the importance of experiential, reflective, and project-based learning in fostering technical skills, core principles echoed in the lived experiences of EPP teachers.

REFERENCES

[1]. Bongco, R. (2022). Teachers Adapting to Curricular Change: Basis for Teacher Education Curriculum Review. https://typeset.io/questions/what-are-the- most-effective-teaching-management-and-zbeehxuiy6

[2]. BrigadierMorning (2022). Approaches, Methods and Techniques in Teaching EPP.https://www.coursehero.com/file/138694240/APPROACHES-METHOD- AND-TECHNIQUES-TEACHING-EPPpptx/.

[3]. Buno, D. (2023). Problems and Issues of Teaching EPP/TLE. https://www. studocu.com/ph/document/tanauan-institute-inc/education/problems-and-issues-of-teaching-epp-daniela/53476636

[4]. Course Hero (2023). Improving Entrepreneurship Skills in Home Economics. https://www.coursehero.com/file/209595991/ch-1-5-dammy-correcteddocx/

[5]. Delos Reyes, E. (2020). Pedagogical Approaches in Teaching TechnicalVocational and Livelihood Education and Its Influence on Senior HighStudents' Performance. https://www.instabrightgazette.com/ blog/pedagogical-approaches-in- teaching technical-vocational-and-livelihood.

[6]. Elli & Ricafort (2020) Competencies of Grade VI Teachers in Technology and Livelihood Education (TLE). IJESC, http:// ijesc.org/. https://files.eric.ed.gov/fulltext/ED607222.pdf

[7]. Khanna, D., & Prasad, A. (2020). Problems faced by students and teachers during onlineeducation due to COVID-19 and how to resolve them. In 2020 6th International Conference on Education and Technology (ICET) (pp. 32-35). IEEE. Retrieved from https://ieeexplore.ieee.org/document. /9276625authors#authors

[8]. Mendoza, H. (2024). Best Practices in TLE/EPP. https://www.collegesidekick.com/study-docs/3236671

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/25aug1442

[9]. O'Connor, H. and Gibson, N. (2003) A Step-by-Step Guide to Qualitative Data Analysis. Pimatiziwin: A Journal of Aboriginal and Indigenous Community Health, 1, 64-90.
[10]. Nqabeni, P. (2023). Integrating Life Skills Learning and Teaching SupportMaterials into Teachers' Teaching Strategies. https://typeset.io/questions/what-are-some-of-the-challenges-that- teachers-facewhen-jadg1mdy3m
[11]. Tingzon, L. and Buyok, H. (2022). Lived Experiences Of Non-TLE Teachers Teaching TLE Subjects: A Phenomenological Inquiry. file:///C:/Users/Blink/Downloads/4538-18019-2-PB.pdf
[12]. Tomaszewski, L.E, Zarestky, J. & Gonzalez, E. (2020) Planning Qualitative Research: Design and Decision Making for New Researchers. International Journal of Qualitative Methods Volume 19: 1–7. DOI:10.1177/1609406920967174