

Teachers' Challenges on the Implementation of Joint Delivery Voucher Program

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ABSTRACT

The Joint Delivery Voucher Program (JDVP) is a government funded educational and training initiative of the Department of Education in collaboration with the Technical Education and Skills Development Authority to enhance the quality of technical-vocational-livelihood (TVL) education in Senior High Schools by extending training programs through partnerships with Technical Vocational Institutions (TVIs). This study sought to answer the teachers' level of challenges on the implementation of JDVP and test the significant difference in respondents' perceived challenges when grouped according to their characteristics. A descriptive correlation research design was utilized and data were collected from 110 SHS TVL teachers purposively selected in all districts in the Division of Cagayan de Oro City. In this study, female respondents dominated and the highest data obtained refers to Teacher III as respondents' designation. Highest National Certificate II was attained by the greatest number of respondents with units in Master's degree on top and who were highly competent in technical-vocational education. Key challenges in JDVP implementation include inadequate TVI resources and facilities and availability of TVIs. Despite these issues, statistical analysis revealed that there are no significant differences in perceived challenges based on sex, designation, highest education attainment, or highest national certification level, indicating that the teachers' challenges in the implementation of JDVP are structural and independent of individual attributes, which calls for radical reform. It is highly recommended that program implementors should intensify conduct of regular inspection, evaluation and assessment on these areas to ensure readiness and alignment of the program in accordance with the national standard.

Keywords: Challenges, Implementation, Joint Delivery Voucher Program

INTRODUCTION

The Joint Delivery Voucher Program (JDVP) is a government-funded educational and training initiative run by the Department of Education and the Technical Education and Skills Development Authority. Its goal is to improve the quality of technical-vocational-livelihood (TVL) education in Senior High Schools by expanding training programs through partnerships with Technical Vocational Institutions (TVIs).

The Technical-Vocational-Livelihood track has become a key part of the Philippine senior high school curriculum under the K to 12 educational changes. This track helps students develop practical skills, preparing them for jobs or entrepreneurship right after graduation. With various specializations, the TVL track addresses skills gaps in the labor market while boosting local and national economic growth.

However, many schools still struggle to consistently produce graduates who meet the necessary competencies. Several factors play a role, including instructor expertise, which also affects student



progress. According to Villacorta and Arnado (2023), teacher competency influences student engagement and completion rates. Instructors who lack industry knowledge or training may hinder student learning. Creating partnerships that enhance educational instruction is essential for maintaining strong outcomes in the TVL track. One way to achieve this is through the Joint Delivery Voucher Program. It connects schools with partner institutions to provide specialized training and financial support to technical-vocational and livelihood students so they can gain job-ready skills. Understanding the challenges teachers face in implementing JDVP is important due to its significant role in skill development.

Various aspects can influence the effectiveness of the program, including the characteristics of the respondents such as their gender, job title, highest educational level, National Certificate levels, and competence. These characteristics could affect their responses to logistical and operational difficulties as well as how they conduct training programs (DepEd, 2017; TESDA, 2020).

Previous research shows that trainer qualifications and institutional limitations can greatly impact how students acquire knowledge and skills (Ramos, 2021). By identifying whether the challenges differ based on respondent characteristics, program methods can be improved and support can be better targeted. Additionally, teachers, who implement TVL programs, are crucial in shaping student skills. They facilitate both theoretical knowledge and hands-on training, both of which are vital for national certification. Understanding their views on the effectiveness of JDVP, the challenges they face, and the adequacy of support systems is essential for developing a responsive and sustainable TVL curriculum.

Integrating JDVP into the education system aims to align training with industry standards, thereby improving student outcomes. Nevertheless, issues such as misalignment between partner institutions and schools, inadequate facilities, and insufficient training time have been recognized as barriers to implementation (Magno, 2019; Llego, 2021).

In Cagayan de Oro City, the local Division of the Department of Education (DepEd) has seen JDVP as a strategic way to enhance skills acquisition for TVL students. By encouraging collaboration between public and private sector stakeholders, JDVP offers learners more opportunities for practice, mentorship, and industry exposure.

This research focuses on the quantitative data from teacher responses to provide educators, policymakers, and school administrators with concrete insights. Ultimately, the findings could help guide decisions that enhance the TVL track's ability to produce graduates ready for the industry, making a significant contribution to the local workforce. The results may also lead to further improvements in how the program is delivered, strengthening the TVL track as a cornerstone in the nation's goals for economic growth and educational inclusion.

This study aims to assess the challenges respondents experience during the implementation of JDVP. It will also determine whether these factors show noteworthy correlations or differences to improve program execution and inform policy.

Literature and Related Studies

Highest National Certificate Level

Teachers' knowledge in specific technical-vocational areas is assessed by the National Certificate (NC) levels they hold, which are awarded by the Technical Education and Skills Development Authority (TESDA). These certificates are crucial for programs like the JDVP. Research indicates that student learning outcomes are significantly affected by teachers' credentials, including their National Certificate levels. Declaro-Ruedas (2022) evaluated the JDVP's implementation in Occidental Mindoro and found

that teachers' certification and training impacted the program's success. Lack of proper preparation hindered the delivery of specialized instruction, which affected student competency development.

Moreover, according to TESDA's 2023 Annual Report, NCII is the most commonly earned certificate in the country due to its relevance for many entry-level jobs. TM1 and NTTC certificates indicate teaching competence in technical-vocational education, and their relatively high presence suggests readiness to deliver TESDA-aligned programs.

Competence

Despite the vital role of teachers, many struggle to access professional development opportunities. Often, these programs do not meet quality standards or address teachers' specific needs. This gap limits teachers' ability to stay current with industry trends and teaching methods, which is essential for quality TVL education. A systematic review by Capulso et al. (2024) highlighted the lack of effective professional development programs for teachers in the Philippines, pointing to the need for targeted efforts to improve teacher competencies. The World Bank (2020) notes that skilled and competent educators significantly enhance the quality of TVET programs. Their expertise ensures that students gain relevant skills, improving employability and meeting labor market demands.

Additionally, limited access to professional development and insufficient teaching materials can lead to poor teaching practices, negatively affecting students' learning experiences and skills. Metante (2024) observed that despite high competence levels among TVL teachers, challenges in preparing assessment questions and giving feedback continue, potentially hindering student progress. Addressing these challenges is vital to ensure that students receive high-quality education that equips them with the skills they need for employment. Therefore, teachers should be involved in the planning process, as they know what is needed to improve their teaching competence. (Pio, 2020).

Challenges on Joint Delivery Voucher Program

Teachers play a crucial role in the effective implementation of the Joint Delivery Voucher Program and the Technical-Vocational-Livelihood track in the Philippines. How they perceive the program's effectiveness and the strategies they use during its execution significantly impact student outcomes (Brillantes et al., 2019). Understanding JDVP policies and actively participating in program activities are essential for effective implementation. However, challenges like limited professional development and insufficient instructional materials can affect teachers' ability to provide quality education.

Availability of Technical Vocational Institutions (TVIs)

De Guzman and Uy (2023) noted that weak connections between schools and TVIs often lead to poor alignment of training with national certification standards. UNESCO-UNEVOC (2020) identified a lack of infrastructure as a major barrier to effective technical and vocational training, especially in underserved areas. Additionally, the quality of resources and facilities at many TVIs is inconsistent, particularly in public and rural institutions. This directly impacts the effectiveness of technical-vocational education and training (TVET) programs (TESDA, 2022).

Technical-Vocational Institutions are vital for providing quality education through specialized training that meets industry standards. The success of the Joint Delivery Voucher Program heavily depends on the availability and accessibility of accredited Technical-Vocational Institutions that can offer specialized training to students. The Department of Education (DepEd, 2019) has stressed the need for partnerships with qualified institutions that have the necessary resources to effectively deliver Technical-Vocational-



Livelihood specializations (Ramos, 2021). Having TVIs with modern facilities and industry-aligned curricula is crucial for students to gain relevant skills that fulfill labor market demands.

Moreover, DepEd's guidelines in DepEd Order No. 006, series of 2023, aim to improve the capabilities of public Senior High Schools (SHSs) to implement the TVL track through partnerships with resource-rich institutions. These partnerships are meant to provide Grade 12 students access to quality training environments for their specialization subjects, addressing delays in supplying necessary resources within public Senior High Schools (Fontanos et al., 2020).

Resources and Facilities

Well-equipped TVIs significantly impact students' skill acquisition. A study evaluating TESDA's TVET programs found that these programs greatly enhance skill development. Despite the importance of TVIs, challenges like inadequate facilities, outdated equipment, and misalignment with industry needs can limit their effectiveness (Vo, 2024). It is essential to tackle these challenges to maximize the benefits of JDVP and ensure that students receive relevant and high-quality training. The resources and facilities at accredited Technical-Vocational Institutions are critical for the success of the Joint Delivery Voucher Program. Partnerships between DepEd and qualified TVIs with modern facilities and aligned curricula ensure students learn the skills needed for today's job market. Ongoing efforts to improve resources and facilities at TVIs are vital to enhance JDVP effectiveness and boost employment outcomes for graduates.

Logistical Challenges

The lack of tools, equipment, and trained teachers in public schools is a significant issue that requires collaboration with private technical-vocational schools (Declaro-Ruedas, 2022). However, there are multiple logistical challenges in implementing JDVP that hinder smooth progress.

Students in rural and isolated areas of the Philippines often struggle to reach training facilities due to the country's geography and limited transportation options. This leads to delays and inconsistent attendance (RichestPH, 2024; De los Santos et al., 2023). Logistical issues are some of the most persistent barriers to JDVP–TVL implementation, especially in rural areas. Accessibility to qualified TVIs within the required 8 km radius remains a challenge, with approximately 80% of schools meeting these criteria. In certain cases, DepEd may grant exceptions with proper justification and approval from the Schools Division Superintendent (Department of Education, 2022). Furthermore, according to TESDA (2022), logistical constraints, particularly in remote or underfunded areas, limit student mobility and timely material delivery. Difficulties in transportation, long travel times, and high commuting costs further contribute to student absenteeism. To address these concerns, schools have put in place flexible scheduling, carpool arrangements, and catch-up classes (School report, 2025).

Operational Challenges

The Joint Delivery Voucher Program (JDVP) for Senior High School Technical-Vocational Livelihood (TVL) tracks faces important operational challenges for teachers. One major challenge is the dual responsibility of handling both teaching and administrative tasks, often without adequate support or resources. Teachers in JDVP schools frequently have to manage schedules, keep track of student participation at partner institutions, and ensure they comply with Department of Education (DepEd) regulations, all of which go beyond normal teaching duties (Declaro-Ruedas, 2022).

Additionally, operational issues, such as inconsistent communication between DepEd and partner Technical-Vocational Institutions, delays in voucher issuance, and insufficient program monitoring can disrupt training delivery. A study by Ferrer (2024) found that inefficiencies in these areas lead to inconsistent implementation quality across divisions. Teachers also need to make sure they follow JDVP-



specific protocols and DepEd requirements, which can be complex and subject to change. Adanza and Sayson (2022) state that conflicting reporting requirements between partner institutions and schools, unclear instructions, and lack of administrative assistance make documentation difficult for JDVP implementers.

Furthermore, a study by Asio and Bayucca (2021) identified poor coordination between schools and partner institutions as a common issue, resulting in missed classes, student stress, and delays in completing programs.

Theoretical Framework

This study is based on theories that help explain the challenges teachers face when implementing the Joint Delivery Voucher Program (JDVP). Systems Theory shows how an organization or program works as a network of interconnected parts that work together to achieve a common goal. In the Joint Delivery Voucher Program, the various elements, including teachers' characteristics, organizational structure, teaching methods, and institutional collaborations, act as a system that must be managed together to get the best results (Bertalanffy, 1968).

This is complemented by Organizational Role Theory, which emphasizes how role ambiguity, conflict, and overload (Kahn et al., 1964) determine the challenges encountered by the teachers in the implementation of JDVP. These predicaments may arise for teachers who are required to juggle academic obligations, coordination with partner institutions and administrative duties all at once.

Moreover, Hall and Hord (1987) suggest that educators may go through different stages of concern. These stages range from early awareness to managing implementation and evaluating its impact. When these ideas are combined, they provide a solid framework for exploring the challenges teachers face while effectively implementing the JDVP.

Statement of the Problem

This study intended to determine the respondents' level of challenges on the implementation of the Joint Delivery Voucher Program in all districts Division of Cagayan de Oro City, SY 2025-2026.

Specifically, this study sought to answer the following questions:

1. What is the respondents' level of challenges on the implementation of Joint Delivery Voucher Program (JDVP) based on the availability of Technical- Vocational Institutions, resources and facilities, logistical and operational?
2. Is there a significant difference in the respondents' level of challenges on the implementation of the Joint Delivery Voucher Program when grouped according to their characteristics?

Scope and Limitations

This study focuses on the teachers' level of challenges on the implementation of Joint Delivery Voucher Program in the Division of Cagayan de Oro City. The respondents of this study were the one hundred ten (110) Senior High School teachers who are teaching Technology- Vocational and Livelihood related subjects in public Senior High School that offers this TVL tracks and strands across all districts in the aforesaid division. This study also operates under certain limitations. The variable 1 is limited only to respondents' characteristics in terms of sex, designation, highest educational attainment, highest National Certification level and competence. While variable 2 is limited to the level challenges on the



implementation of Joint Delivery Voucher Program in terms of availability of Technical – Vocational Institution, resource and facilities, logical and operational challenges.

METHODOLOGY

Research Design

This study employed a descriptive-correlational method of research to examine the level of challenges faced by teachers in the implementation of the Joint Delivery Voucher Program (JDVP).

The descriptive part of the study gave a thorough account of the level of the teachers' challenges encountered in the implementation of JDVP, while the correlational component investigated the difference between the respondents' level of challenges on JDVP when grouped according to their characteristics.

The study used a quantitative method of research and collected data from JDVP teachers through survey questionnaires. Identified teachers' level of challenges, such as administrative obstacles in the availability of Technical -Vocational Institution, instructional constraints in the resources and facilities, and program compliances in the such logistical and operational challenges is the main emphasis of the survey.

Mainly, the study sought to identify the level of teachers' challenges that influence the implementation of JDVP. These objective measures and statistical validation provide data-driven insights from the study that helps to enhance JDVP implementation, resource allocation, teacher training, and technical-vocational education policy in the Division of Cagayan de Oro City.

Study Setting

The study took place in all eight districts of the Division of Cagayan de Oro City that offer the SHS TVL track and strand, which actively uses the Joint Delivery Voucher Program. The Division of Cagayan de Oro City is divided into several legislative districts. These districts are East I, East II, North I, North II, South, Southwest, West I, and West II. Each district includes a variety of educational institutions that serve students from different socio-economic and cultural backgrounds.

Every single district embodies a distinctive educational landscape, with distinctions in student population, school resources, and geographic distribution. The North and East districts are categorized by both urban and semi-rural communes. The South and Southwest districts comprise schools from suburban regions that were developing rapidly, while the West districts comprise of several areas geographically located in coastal or hilly zones. The study focuses on these legislative districts to discuss the various facets of JDVP implementation and TVL education.

Research Respondents and Sampling Technique

The respondents in this study were the one hundred ten Senior High School (SHS) TVL teachers who are teaching TVL- related subjects in different Public Senior High Schools that offer tracks and strands in TVL across all districts in the Division of Cagayan de Oro City.

In accordance with the DepEd Order No. 006, s., 2023 which states that TVL teachers play an essential role in the JDVP's implementation as they are considered the primary agents in charge of coordinating with TVI partnership, overseeing learner outputs, and ensuring that TESDA training requirements are being followed. In addition, these respondents were selected because they were considered to have direct experiences and deep understanding on the challenges in putting the JDVP into practice, including the challenges on the logistical and operational requirements of the program and through division office official list and monitoring of SHS teachers teaching TVL specialized subject the researcher was able to identify the respondents of the study. The distribution of respondents is shown in Table A. These include the following schools in the Division of Cagayan de Oro City respectively: Cugman NHS, FS. Catanico,



East Gusa NHS, Lapasan NHS, Bugo NHS, Balubal NHS, Agusan NHS, Tablon NHS, Macabalan NHS, Bayabas NHS, Kauswagan NHS, Bonbon NHS, Camaman-An NHS, Indahag NHS, Macasandig NHS, CDO NHS SHS, Taglimao NHS, Lumbia NHS, Tagpangi NHS, Dansolihon NHS, Mambuaya NHS, Carmen NHS, Balulang NHS, Iponan NHS, Bulua NHS, Pedro Oloy Roa Sr. NHS, San Simon NHS, Pagatpat NHS, Canitoan NHS.

The researcher used the complete enumeration technique. Also known as the census method, this technique includes all public SHS schools in the Division of Cagayan de Oro City that actively participate in the Joint Delivery Voucher Program. Complete enumeration works well when the population size is relatively small, specific, and critical to the accuracy of the study's findings (Creswell, 2014). All Senior High School TVL teachers who participated on JDVP in their respective schools were involved in this study to guarantee accurate data collection. This method is especially beneficial in identifying the level of challenges that teachers encounter, including availability of TVI in the locality, resources and facilities, operational responsibilities such as paperwork and monitoring requirements, and logistical coordination. Correlating with these, the difference between the respondents' challenges in the implementation of JDVP and when grouped according to their characteristics. This provides a more precise analysis of how these challenges correlate with each other.

Research Instrument

A researcher-made questionnaire is the primary research instrument used in this study and it is particularly developed to evaluate and identify the respondents' level of challenges in Joint Delivery Voucher Program. Two main sections make up the questionnaire, which thoroughly covers the study's variables and objectives. Variable I of the questionnaire comprises the respondent's characteristics, including their sex, designation, highest educational attainment, highest National Certificate level, and competence. Variable II assessed the level of respondents' challenges in JDVP based on the availability of TVI, resources and facilities, logistical and operational challenges. These variables are based on common implementation gaps reflected in DepEd JDVP evaluations and technical-vocational program assessments (SEAMEO INNOTECH, 2019; TESDA, 2020).

Statistical Treatment of Data

A thorough procedure involving tabulation and analysis utilizing a variety of statistical techniques were used. The researcher employed descriptive statistics such as frequency, percentage, mean and standard deviation to describe the variables in the study. Also, T-test and F- test was used to test the significant difference on the respondents' challenges in the implementation of JDVP when grouped according to their characteristics.

Ethical Considerations

To preserve the rights, dignity, and welfare of every participant, this study was conducted in strict accordance with ethical guidelines. The researcher obtained approval from the Cagayan de Oro City Schools Division Office and other pertinent authorities prior to beginning data collecting. Every participant gave their informed consent and was made aware that they might leave the study at any time without facing any repercussions.

Respondents received clear information about the study's purpose, goals, and scope. They got a detailed explanation of the study's objectives, including how we collected, stored, and used the data. Gathering data did not require names or other identifying details, which ensures anonymity and privacy. We presented the results only in aggregate form. All responses were coded and securely stored to prevent unauthorized access.

Throughout the course of the study, the researcher also made sure that none of the subjects would suffer any bodily, psychological, or emotional injury. To protect everyone's rights and privacy, the study complies with Republic Act No. 10173's data privacy provisions, also referred to as the Data Privacy Act of 2012

Lastly, there was no fabrication, falsification, or manipulation of data in any way; instead, outcomes were interpreted and reported objectively.

An ethical clearance was obtained from Cagayan de Oro College, PHINMA Education School of Graduate and Professional Studies. This was done to ensure safety and proper disposal of supplementary documents and forms in the study.

RESULTS AND DISCUSSION

Problem 1. What is the respondents' level of challenges on the implementation of Joint Delivery Voucher Program (JDVP) based on availability of Technical- Vocational Institutions, resources and facilities, logistical and operational?

Table 1

Summary Distribution Respondents' Level of Challenges on the Implementation of Joint Delivery Voucher Program (JDVP)

Variables	Mean	SD	Interpretation
Availability of Technical-Vocational Institutions (TVL)	3.25	0.54	Challenged
Resources and Facilities	3.39	0.54	Highly Challenged
Logistical	3.16	0.59	Challenged
Operational	3.05	0.63	Challenged
Overall	3.22	0.46	Challenged

Legend:

3.26- 4.00 Strongly Agree/ Highly Challenged

1.76 – 2.50 Disagree / Slightly Challenged

2.51–3.25 Agree/ Challenged

1.00 – 1.75 Strongly Disagree /Not Challenged

Table 1 shows the summary distribution of respondents' challenges with implementing the Joint Delivery Voucher Program (JDVP). The overall mean of 3.22 (SD=0.46) indicates that the respondents feel challenged by the implementation of JDVP. This suggests that while the program is in operation, many barriers still prevent its success. These challenges span technical, logistical, and administrative areas, showing that a varied approach is needed to improve TVET delivery under the JDVP framework. This includes limited access to TVIs, lack of resources, logistical issues, and administrative challenges. The overall interpretation matches global findings that many TVET systems are changing but still encounter ongoing challenges in quality and inclusivity (UNESCO, 2020).

This suggests that even though teachers see the importance of the JDVP, the weight of administrative tasks and lack of resources hurt their performance and student outcomes. UNESCO-UNEVOC (2020) states that the quality of vocational training programs relies not just on the curriculum and teaching methods but

also on how well the system works, the availability of materials, and coordination, which are ongoing problems pointed out by the respondents.

Among the four variables, **Resources and Facilities** received the highest mean of 3.39 (SD=0.54) and interpreted as **Highly Challenged**. This indicates that teachers believe that resources inadequacy as the most challenging in JDVP implementation. This high rating reflects recurring concerns about the lack of tools, equipment, and hands-on learning materials necessary to the delivery of competency-based training aligned with TESDA standards. In a practical training program such as the JDVP, these resources are not optional, but are essential for the development of technical proficiency among learners. This scarcity becomes a significant barrier to effective teaching and learning since practical skills are central to this program. Without access to essential instructional tools such as specialized equipment, consumables, and modern training environments, students cannot sufficiently engage in hands-on learning which is critical for mastering industry-specific competence.

This observation is supported by SEAMEO INNOTECH (2022) which reported that many partner institutions in the Philippines still lack updated or sufficient training equipment, especially in high-demand sectors like welding, electronics, and ICT. The lack of individual tools also limits hands-on opportunities, causing students to share materials, which weakens mastery and delays skill development. The situation becomes more problematic when TVIs are expected to produce graduates who meet NC-level standards without the proper tools to train them.

Conversely, the lowest mean of 3.05 (SD=0.63) is found in **operational domain**. This implies that the respondents find this a **challenged** one as it concerns around governance, coordination, and the effective administration of the JDVP, though, slightly less than the other areas. This denotes that schools may have developed partial coping mechanisms to manage these issues such as assigning focal persons, using manual tracking tools, or relying on teacher initiative for coordination. Operational challenges include scheduling conflicts, administrative burdens, coordination issues with TVIs, delayed communication, and lack of instructional support. While these may not be seen as the most critical barriers, their impact has long-term implications and this can affect the efficiency and effectiveness of program delivery over time. However, the challenges persist, according to OECD (2021), TVET programs often suffer from over-centralized administration, outdated workflows, and weak support systems, all of which affect program implementation at the school level. Teachers take on responsibilities beyond instruction, including data reporting, documentation compliance and liaising with partner institutions, which add to their workload and reduce instructional focus.

Problem 2. Is there a significant difference in the respondents' level of challenges on the implementation of Joint Delivery Voucher Program when grouped according to their characteristics?

Table 2

Difference in Respondents' Level of Challenges on the Implementation of Joint Delivery Voucher Program When Grouped According to their Characteristics

Respondents' Challenges	Sex	Designation	Highest Educational Attainment	National Certificate Level
	F= .737	F= 1.886		
Availability of TVI	P=.481	P=.118	F= 2.105	F= .552

		NS	NS	P=.085 NS	P=.737 NS
Resources and Facilities		F= .293 P=.747 NS	F=.2.282 P=.065 NS	F= 1.119 P=.351 NS	F= .803 P=.550 NS
Logistical Challenges		F= .084 P= .919 NS	F= 1.859 P=.078 NS	F= .558 P=.693 NS	F=.432 P=.825 NS
Operational Challenges		F= .010 P=.990 NS	F= 1.822 P=.130 NS	F= .608 P=.657 NS	F= .360 P= .875 NS
Overall		F= .146 P=.864 NS	F= 1.684 P=.063 NS	F= 1.139 P=.342 NS	F= .140 P=.983 NS

Legend: < .05= Significant

> .05= Not Significant

Table 2 shows the differences in challenges faced by respondents in implementing the Joint Delivery Voucher Program (JDVP). These differences are grouped by characteristics such as sex, designation, highest educational level, and national certificate level. The f-values and p-values indicate whether these factors significantly affect the challenges respondents encounter in areas like the availability of Technical-Vocational Institutions (TVIs), resources and facilities, logistical issues, and operational difficulties.

The data reveal that there are no statistically significant differences in respondents' perceived level of challenges across all tested variables, including availability of TVIs, resources and facilities, logistical, and operational concerns. For instance, the resources and facilities yielded p-values such as sex (0.747), designation (0.065), educational attainment (0.351), and NC Certificate Level (0.550) were all above the 0.05 significance threshold. Similarly, NC level showed no significant differences across all categories, with values such as F=0.803, p=0.550. Hence, the null hypothesis that **there is no significant difference in the respondents' level of challenges on the implementation of Joint Delivery Voucher Program (JDVP) when grouped according to their characteristics is accepted.**

This implies that challenges related to inadequate institutional resources are generally experienced uniformly, regardless of demographic or professional background. As such, there is no strong evidence that people from different groups, either male or female, teacher or administrator, experience challenges differently. Their responses about inadequate TVI resources and facilities and inconsistency of accessibility on instructional resources are relatively similar.

Furthermore, since the data shows no significant difference in perception, the issue probably does not come from individual factors. It may come from a system-wide issue such as inadequate TVI resources, poor coordination between DepEd and training institutions, or unclear guidelines. It might be that the

problem lies in the program structure, and not in individual competencies or qualifications. Its challenge likely stems from the design, coordination, and support mechanism of the program itself. As highlighted by Dizon and Sabate (2021), the successful implementation of education programs in the Philippines, particularly those that involve inter-agency collaboration, and public-private partnerships, depends heavily on the clarity of operational guidelines, the adequacy of logistical support, and the strength of institutional linkages. When such systems are weak or inconsistently applied, even highly qualified and experienced implementers will struggle to meet program goals. As a result, it is not enough to focus on improving teacher qualifications or training alone but reforms must prioritize structural enhancements such as improving TVI partnerships, refining voucher delivery mechanisms, and ensuring consistent monitoring and evaluation.

Conclusion

In The study concludes that while the Joint Delivery Voucher Program (JDVP) is recognized as a valuable initiative in enhancing technical-vocational education delivery, its implementation continues to face significant challenges, particularly in the areas of resources and facilities, as well as the availability of partner TVIs. These structural barriers hinder the smooth delivery of specialized training and limit students' opportunities for skill development aligned with industry standards.

Moreover, the findings imply that challenges associated with the Joint Delivery Voucher Program (JDVP), especially concerning access to availability of Technical-Vocational Institutions (TVIs), resources and facilities, logistical issues, and operational concerns, are experienced regularly among respondents. There is no significant evidence to support the notion that an individual's sex, professional designation, educational background, or National Certificate level plays a strong role in differentiating their perception or experience of these challenges. This implies that the obstacles within the JDVP were systemic and pervasive, affecting all participants similarly, rather than being selectively impacting based on specific personal or professional attributes.

Recommendation

1. The government and partner agencies should provide regular upskilling and technical training aligned with TESDA standards and emerging industry needs. This includes not only training on updated tools and technologies but also workshops on curriculum integration, assessment preparation, and feedback strategies. Strengthening teachers' competencies through continuous professional development will help ensure that students receive high-quality, relevant training that prepares them for industry certification and employment.
2. Division Program implementors should intensify the conduct of regular inspection, evaluation and assessment on the resources and facilities in the implementing school or TVI partners ensuring the readiness and alignment of the program in accordance with the national standard.
3. School administrators should develop a role-specific support and training programs for teachers involved in JDVP implementation. For instance, focal persons or coordinators should receive targeted capacity-building on project management, documentation systems, and coordination with TVIs, while classroom teachers may benefit more from instructional alignment and monitoring strategies. Tailoring support based on role ensures that the unique demands of each designation are addressed, promoting more efficient and equitable implementation of the program.



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