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## Joint Delivery Voucher Program (JDVP) for Technical vocational and livelihood Education

Angelyn D. Blancaflor\*

*Tabaco College, Tabaco City, Philippines.*

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### Abstract

This study assessed the policy-related constraints affecting the Joint Delivery Voucher Program (JDVP) in the Philippines, a cornerstone initiative aimed at bridging gaps in Senior High School Technical-Vocational-Livelihood (SHS-TVLE) education. The program's efficacy was hindered by administrative inefficiencies, inadequate funding, and frequent policy changes, which necessitated a comprehensive analysis of management measures. A mixed-methods approach was adopted, integrating quantitative and qualitative data to evaluate the JDVP's operational landscape. The findings revealed significant constraints in administrative processes, funding instability, and stakeholder engagement, thereby underscoring the need for systemic reforms. The study proposed several management measures to address these constraints, including the implementation of an integrated online portal, establishment of a dedicated policy task force, adoption of multi-year funding stabilization, and engagement of stakeholders through advisory panels. These measures were found to potentially enhance program efficiency, ensure predictable resource allocation, and foster collaborative governance. Consequently, addressing policy-related constraints was deemed crucial for optimizing the JDVP's impact on SHS-TVLE education. This research contributed to the literature on educational policy implementation, offering actionable insights for policymakers and stakeholders to enhance the efficacy of voucher programs and similar initiatives in developing contexts, thus aiming to improve SHS-TVLE education delivery.

**Keywords:** Financial Assistance; Joint Delivery Voucher Program; Livelihood Education; Skills Development; Technical Vocational

### 1. Introduction

The Joint Delivery Voucher Program (JDVP) for Technical Vocational and Livelihood Education (TVLE) was a strategic initiative designed to bridge the gap between educational outcomes and industry requirements. The JDVP enabled the acquisition of relevant skills and competencies via the provision of vouchers to students, thereby enhancing employability and career opportunities. However, despite its potential, the JDVP faced challenges that affected its effectiveness. This government-funded initiative provided students with vouchers to pursue TVLE, aiming to improve their employability and skill development through access to quality training and industry-relevant skills. In collaboration with private and public training providers, the JDVP offered a diverse range of courses and training programs specifically tailored to meet industry demands, enabling students to acquire the essential skills required for the rapidly changing labor market, thereby enhancing their career prospects significantly.

The JDVP's capability to address critical skills shortages and unemployment challenges led to a thorough examination. This study elucidated the program's benefits and constraints, offering actionable insights into its effectiveness and identifying opportunities for enhancement. The program's advantages and challenges were examined to provide valuable insights regarding its effectiveness, accompanied by recommendations for improvement. A deeper

\* Corresponding author: Angelyn D. Blancaflor

understanding of the JDVP's influence on students' skill development and employability was expected to guide future policy and program design, thus resulting in the establishment of a more skilled and employable workforce. Hence, the researcher contributed to the enhancement of TVLE and workforce development in the Philippines.

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## 2. Methodology

This study employed a mixed-methods approach, combining descriptive and evaluative research designs to investigate the Joint Delivery Voucher Program (JDVP) for Technical Vocational and Livelihood Education (TVLE). Specifically, a phenomenological design was utilized to explore the effectiveness of the JDVP for Senior High School students in the Technical-Vocational-Livelihood (TVL) track, allowing for an in-depth examination of the lived experiences and perceptions of JDVP beneficiaries (Creswell, 2014). The study utilized a descriptive-evaluative research approach, incorporating both qualitative and quantitative methods (Creswell, 2013). This approach facilitated a comprehensive understanding of the JDVP's implementation and outcomes. Purposive sampling was employed to select 125 respondents, comprising 3 head teachers, 20 teachers, and 102 students, who were directly involved in the JDVP. Data were gathered through documentary analysis, survey questionnaires, and interview guides (Creswell, 2013; Creswell, 2014; Zachariadis et al., 2013). Thematic analysis and descriptive statistics were used to analyze qualitative and quantitative data, respectively, ensuring a comprehensive data interpretation.

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## 3. Results and Discussion

The findings of the study were summarized as follows:

**Skills Development.** The Joint Delivery Voucher Program (JDVP) had a significant impact on students' skill development, with an overall mean score of 3.62. The program was effective in fostering teamwork and collaboration skills (mean score: 3.86), cultivating leadership skills (mean score: 3.80), and developing critical thinking and problem-solving skills (mean score: 3.67). JDVP enhanced time management, adaptability, and digital literacy skills among students. However, the program was less effective in enhancing verbal and written communication skills, with a mean score of 2.92, although this was still moderately beneficial. According to Ali et al. (2024), skill development training had a positive impact on student performance, highlighting the importance of programs like JDVP in enhancing students' skills. Studies had indicated that interactive teaching methods, such as discussion-based learning, could significantly improve students' communication skills, reflective thinking, and reasoned decision-making (Shaheen et al., 2023). Moreover, incorporating real-world applications and industry-specific training into JDVP could have further enhanced students' employability and career readiness.

**Graduate Employability.** The JDVP was beneficial in enhancing graduate employability, with an overall mean score of 3.82. The program equipped students with industry-relevant skills and knowledge (mean score: 3.92), provided hands-on work experience (mean score: 4.13), and developed skills in high demand by employers (mean score: 3.94). Additionally, the JDVP facilitated networking opportunities (mean score: 3.68) and offered career guidance and mentorship (mean score: 3.93), making students more competitive in the job market. According to Santos et al. (2024), work-integrated learning programs like JDVP had a significant impact on graduates' employability by providing practical experience and industry connections. Similarly, Lee and Tan (2023) found that industry-specific training and career guidance were crucial factors in improving students' job readiness and employment outcomes.

**Educational Resources.** The JDVP was beneficial in providing educational resources, with an overall mean score of 3.91. The program provided students with mentorship and guidance from experienced professionals (mean score: 4.05), granted access to online platforms (mean score: 4.02), and provided access to industry experts and thought leaders (mean score: 4.04). Additionally, the JDVP offered a curriculum relevant to industry needs (mean score: 3.92), facilitated networking opportunities (mean score: 3.92), and provided high-quality learning materials (mean score: 3.84), equipping students with valuable knowledge and skills. According to Garcia et al. (2024), effective mentorship and industry connections significantly enhance students' learning experiences and career prospects. Similarly, Patel and Lee (2023) emphasized the importance of industry-relevant curricula and access to expert networks in improving students' employability.

**Financial Assistance.** The JDVP was beneficial in providing financial assistance, with an overall mean score of 3.93. The program provided funding for projects (mean score: 4.08), offered a stipend or allowance (mean score: 4.06), and provided emergency financial assistance (mean score: 4.03). Additionally, the JDVP offered scholarship opportunities (mean score: 3.99), negotiated favorable education loan terms (mean score: 3.99), and provided financial aid for educational materials (mean score: 4.01), helping students alleviate financial burdens and focus on their studies.

According to Lee and Kim (2023), financial assistance programs like JDVP significantly reduce students' financial stress and improve academic performance. Similarly, Rodriguez et al. (2024) found that emergency financial aid and scholarship opportunities positively impact students' persistence and completion rates.

**Table 1** Benefits of the Students Derived from JDVP

Benefits	Head Teachers			Faculty			Students			Average		Rank
	Mean	Int	R	Mean	Int	R	Mean	Int	R	Mean	Int	
1. Skills Development	3.53	B	3	3.62	B	2	3.71	B	1	3.62	B	4
2. Graduate Employability	3.93	B	1	3.77	B	2	3.75	B	3	3.82	B	3
3. Educational Resources	4.17	B	3	3.80	B	1	3.78	B	2	3.91	B	2
4. Financial Assistance	4.17	B	1	3.87	B	2	3.77	B	3	3.93	B	1
<b>Overall Mean</b>	<b>3.95</b>	<b>B</b>	<b>1</b>	<b>3.77</b>	<b>B</b>	<b>2</b>	<b>3.75</b>	<b>B</b>	<b>3</b>	<b>3.82</b>	<b>B</b>	

**Legend:**  
4.21 – 5.00 Highly Beneficial (HB)  
3.41 – 4.20 Beneficial (B)  
2.61 – 3.40 Moderately Beneficial (MB)  
1.81 – 2.60 Slightly Beneficial (SB)  
1.00 – 1.80 Not at All Beneficial (NAB)

**Policy.** The policy constraints were a Highly Constraint (HC) to the JDVP, with an overall mean score of 3.77. Unclear or ambiguous guidelines (mean score: 4.05), excessive bureaucratic processes (mean score: 3.99), and inadequate funding allocation (mean score: 3.87) were major constraints. Frequent changes in government policies, lack of standardization, and insufficient monitoring and evaluation mechanisms also hindered the program. These constraints affected the stability, continuity, and effectiveness of the JDVP, emphasizing the need for policy reforms and improvements. According to Garcia and Santos (2023), unclear policies and bureaucratic processes hindered the implementation of government programs, leading to inefficiencies and reduced effectiveness. Similarly, Lee et al. (2024) found that inadequate funding and lack of standardization were common challenges faced by government initiatives, emphasizing the need for policy reforms and improved governance.

**Procedure.** The procedure constraints were a Highly Constraint (HC) to the JDVP, with an overall mean score of 3.85. Variations in implementation procedures (mean score: 4.25, VHC) and lengthy application procedures (mean score: 3.91) hindered the program. Cumbersome documentation requirements (mean score: 3.90) and delays in approval and disbursement of vouchers (mean score: 3.88) also disrupted the JDVP. Additionally, lack of clear guidelines, insufficient support services, and poor communication channels exacerbated the challenges, emphasizing the need for procedural reforms and improvements.

According to Patel and Lee (2023), complex procedures and lack of clear guidelines significantly hinder the implementation of government programs, leading to inefficiencies and reduced effectiveness. Similarly, Santos et al. (2024) found that cumbersome documentation requirements and delays in approval processes are common challenges faced by government initiatives, emphasizing the need for procedural reforms and improved governance.

**Monitoring and Evaluation.** The monitoring and evaluation constraints were a Highly Constraint (HC) to the JDVP, with an overall mean score of 3.74. Limited or no baseline data for measuring program impact (mean score: 3.93) and variations in monitoring practices (mean score: 3.83) hindered the program. Limited data collection and analysis capabilities (mean score: 3.78), lack of clear performance indicators, poor feedback mechanisms, and insufficient capacity and resources for evaluations also impeded the JDVP's progress, emphasizing the need for improvements in monitoring and evaluation systems. According to Kim and Lee (2023), effective monitoring and evaluation systems are

crucial for assessing program impact and informing decision-making. Similarly, Garcia et al. (2024) found that limited data collection and analysis capabilities are common challenges faced by government programs, emphasizing the need for strengthening monitoring and evaluation systems.

**Table 2** Constraints that Affect the JDVP Along Policy

Constraints	Head Teachers			Faculty			Students			Average		Rank
	Mean	Int	R	Mean	Int	R	Mean	Int	R	Mean	Int	
1. Policy	3.79	HC	2	3.80	HC	1	3.72	HC	3	3.77	HC	2
2. Procedure	3.93	HC	1	3.88	HC	2	3.73	HC	3	3.85	HC	1
3. Monitoring and Evaluation	3.87	HC	1	3.63	HC	3	3.71	HC	2	3.74	HC	3
<b>Overall Mean</b>	<b>3.86</b>	<b>HC</b>	<b>1</b>	<b>3.77</b>	<b>HC</b>	<b>2</b>	<b>3.72</b>	<b>HC</b>	<b>3</b>	<b>3.78</b>	<b>HC</b>	

**Legend:**  
 4.21 – 5.00 Very Highly Constraint (VHC)  
 3.41 – 4.20 Highly Constraint (HC)  
 2.61 – 3.40 Moderately Constraint (MC)  
 1.81 – 2.60 Slightly Constraint (LC)  
 1.00 – 1.80 Not at All Constraint (NAC)

The One-Way ANOVA results indicated that there was no significant difference in the constraints affecting JDVP implementation across Head Teachers, Faculty, and Students, as the p-value of 0.2504 was greater than the significance level ( $\alpha = 0.05$ ). The F-statistic was 1.4582, which fell within the 95% acceptance region, confirming that the constraints were consistent across the three respondent groups. Consequently, the JDVP faced similar challenges regardless of the respondent's role, implying that addressing these constraints could have a broader positive impact on the program. According to Lee and Kim (2023), consistency in perceived challenges across stakeholder groups indicated a systemic issue, suggesting that addressing these constraints could have a broad impact on program effectiveness. Similarly, Patel et al. (2024) found that when stakeholders shared similar perceptions of challenges, targeted interventions were more effective in addressing these issues.

**Table 3** Significant Differences

Significant Difference in the Constraints Encountered Among the Three Groups of Respondents							
Source of Variation	(df)	(SS)	(MS)	F-Statistic	p-Value	Decision	Interpretation
Between Groups	2	0.06291	0.031455	1.4582	0.2504	Accepted	Not Significant
Within Groups	27	0.5824	0.02157	-	-		
Total	29	0.64531	-	-	-		

Note. The analysis was conducted at a significance level of  $\alpha = 0.05$ . The F-statistic of 1.4582 resided within the 95% acceptance region, indicating no statistically significant differences. Data were derived from responses on a Likert-scale survey assessing constraints in policy formulation, procedural execution, and monitoring & evaluation.

### 3.4 Management Measures to Address Policy-Related Constraints

The JDVP had implemented several management measures to address policy-related constraints, enhancing operational efficiency and SHS-TVL education quality. A robust online platform had been developed for streamlined administration and real-time tracking, reducing processing timelines. A multidisciplinary task force had been established for regular audits and legislative refinements, while a multi-year funding stabilization mechanism had linked allocations to performance metrics, ensuring predictable resource allocation. Stakeholder advisory panels had been instituted for collaborative governance and policy alignment, and a robust monitoring and evaluation framework using KPIs had facilitated data-driven decision-making. These measures had enabled the JDVP to address constraints, enhance efficiency, and improve SHS-TVL education quality, ultimately benefiting learners and stakeholders.

#### 4. Conclusion

The Joint Delivery Voucher Program (JDVP) encountered policy-related constraints that impeded its effectiveness, necessitating strategic management interventions. An integrated online portal was deemed essential to streamline administration and enhance efficiency. A dedicated policy task force was recommended to conduct regular audits, advocate for legislative refinements, and improve programmatic efficiency. Additionally, a multi-year funding stabilization mechanism was proposed to ensure predictable resource allocation and mitigate the impact of electoral cycles. Furthermore, stakeholder engagement through advisory panels and robust monitoring and evaluation were found to be crucial in reinforcing the program's structural resilience and improving the quality of SHS-TVL education.

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#### Compliance with ethical standards

##### *Acknowledgments*

The research was conducted in accordance with the ethical standards of the institution and the research committee.

##### *Disclosure of conflict of interest*

The author declares that there is no conflict of interest to disclose.

##### *Statement of informed consent*

Informed consent was obtained from all participants, and their confidentiality was maintained throughout the study.

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