



Research in Management and Humanities

DWIJMH VOL. 5 NO. 3 (2026) ISSN: 2980-4817

Available online at www.dwijmh.org

Journal homepage: <http://www.dwijmh.org>

ORCID ID: <https://orcid.org/0000-0001-6884-3504>

Implementation practices, challenges, and coping insights of industry partners in the JDVP SHS-TVL program

Allan B. Garcia: Education Program Supervisor, Schools Division of the City of Batac, Ilocos Norte, Philippines.

ARTICLE INFO

Article history:

Received: May 10, 2026

Received in rev. form. July 01, 2026

Accepted: August 10, 2026

Published: September 10, 2026

Keywords: *JDVP, SHS-TVL, industry partners, implementation practices, challenges, qualitative study*

ABSTRACT

This study explored the implementation practices, challenges encountered, and coping mechanisms of industry partners in the Joint Delivery Voucher Program (JDVP) for Senior High School Technical-Vocational-Livelihood (SHS-TVL) specializations in the Schools Division of the City of Batac. Using a qualitative research design anchored on a descriptive phenomenological approach, data were gathered through Focus Group Discussions with four industry partners and analyzed using thematic analysis. Findings revealed that industry partners implement JDVP through structured coordination with DepEd and sending schools, competency-based and TESDA-aligned training delivery, and workplace-based experiential learning, thereby enhancing learners' technical skills and employability. However, several challenges emerged, including administrative and documentation burdens, coordination and scheduling difficulties, limited training resources and facilities, and delays in voucher processing and reimbursement. Despite these constraints, industry partners employed adaptive coping mechanisms, including flexible scheduling, resource optimization, streamlined reporting systems, and strengthened collaboration, to sustain program implementation. The study highlights the critical role of industry partners in bridging school-based learning and workplace competencies while emphasizing the need for improved coordination systems, reduced administrative load, and more efficient financial processes. These findings help strengthen JDVP implementation and enhance the sustainability of SHS-TVL industry partnerships.

© 2026 by the authors. Published by Divine Word International Journal of Management and Humanities under the [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/) <https://creativecommons.org/licenses/by-nc-sa/4.0/>

JEL Classification: M15

Introduction

The Joint Delivery Voucher Program (JDVP) for Senior High School Technical-Vocational-Livelihood (SHS-TVL) specializations was institutionalized by the Department of Education (DepEd) to strengthen the delivery of technical-vocational education through partnerships with industry-based training providers, private institutions, and technical-vocational institutions (TVIs). Through this arrangement, industry partners serve as co-implementers of the SHS curriculum by providing learners with access to

specialized training facilities, competency-based instruction, and industry-standard learning experiences that many public schools cannot fully provide due to resource constraints.

As key implementers of the JDVP, industry partners are expected to fulfill multiple responsibilities, including delivering competency-based training, managing learning facilities, supervising learners, coordinating with sending schools, and complying with TESDA-aligned competency standards. Mataas and Canosa (2023) emphasized that JDVP implementation requires strong collaboration between schools and partner institutions to ensure that training delivery remains aligned with curriculum standards and industry expectations. Similarly, Arban et al. (2024) noted that industry partnerships in TVL implementation encompass curriculum alignment, resource allocation, assessment, and quality assurance mechanisms that directly influence program effectiveness.

However, despite the essential role of industry partners in JDVP implementation, existing literature suggests that implementation practices vary across institutions and are often affected by contextual and operational constraints. Studies have shown that TVL and JDVP implementers face challenges, including inadequate facilities, limited training resources, and insufficient availability of qualified trainers (Buenafe & Mahistrado, 2025). These constraints are often compounded by administrative requirements, coordination issues, and compliance demands associated with voucher processing and reporting systems. More recent evidence highlights that JDVP implementation is also affected by systemic challenges at the institutional level. Blancaflor (2026) found that administrative inefficiencies, funding instability, and stakeholder coordination issues significantly hinder the program's effective delivery. Likewise, Trimidal and Escote (2025) reported that JDVP coordinators experienced difficulties in managing administrative workloads, sustaining partnerships, and addressing logistical concerns during the implementation of TVL training. These findings suggest that challenges are not only instructional in nature but also deeply embedded in program management and inter-institutional coordination.

Furthermore, broader studies on technical-vocational education indicate that industry-academe partnerships often face structural and operational barriers. Bernarte (2014) identified communication gaps, policy inconsistencies, and coordination challenges as recurring issues in collaborative educational arrangements in the Philippines. Mustafa et al. (2022) also emphasized that vocational-industry partnerships are frequently constrained by funding limitations, differing institutional priorities, and bureaucratic processes that affect program sustainability. These challenges are critical in understanding how industry partners implement JDVP at the ground level.

Despite the growing body of literature on JDVP and TVL implementation, most studies have focused on learner outcomes, teacher experiences, or policy-level evaluations. Limited empirical attention has been paid to the implementation practices of industry partners themselves, particularly how they operationalize training delivery, manage coordination mechanisms, and address program-related challenges. This gap is significant because industry partners are central actors in ensuring the quality and integrity of JDVP implementation.

In the Schools Division of the City of Batac, industry partners play a vital role in supporting the implementation of SHS-TVL by providing training venues, technical expertise, and competency-based

instruction. However, there remains a lack of localized empirical evidence on how these partners implement the JDVP and the specific challenges they encounter in fulfilling their responsibilities. Hence, this study was conducted to assess the implementation practices, challenges encountered, and coping mechanisms of industry partners involved in the Joint Delivery Voucher Program for SHS-TVL in the Schools Division of the City of Batac. Specifically, it examined their practices in training delivery, coordination, learner management, monitoring, and compliance, as well as the operational, administrative, and resource-related challenges experienced during implementation. The findings of this study aimed to contribute to improving partnership mechanisms and strengthening the effectiveness and sustainability of JDVP implementation in technical-vocational education.

Literature review

This chapter presents a review of related literature on theories and studies that form the basis for examining the implementation practices and challenges of JDVP SHS-TVL Industry Partners.

Technical-Vocational-Livelihood (TVL) education and industry partnerships

Technical-Vocational-Livelihood (TVL) education under the Philippine K to 12 curriculum is designed to develop job-ready competencies aligned with industry standards. It emphasizes experiential and competency-based learning, often requiring partnerships between schools and external training providers. In this context, industry partners play a critical role in ensuring that learners acquire practical skills aligned with labor market demands. Studies have emphasized that strong school–industry collaboration improves employability outcomes, enhances training relevance, and strengthens workforce readiness (Pascua, 2026; Valerio & Accad, 2025).

However, vocational education systems in developing contexts often face persistent structural issues. Orbeta and Corpus (2024) noted that Philippine TVET systems frequently struggle with gaps in training quality, outdated facilities, and limited responsiveness to rapidly changing industry needs. These constraints highlight the importance of industry-based training providers in supplementing school-based instruction, particularly in highly specialized TVL strands.

Joint Delivery Voucher Program (JDVP) as a mechanism for industry engagement

The Department of Education introduced the Joint Delivery Voucher Program (JDVP) to address resource limitations in public SHS institutions by engaging industry partners in delivering specialized TVL training. Under this arrangement, partner institutions are expected to provide competency-based training aligned with TESDA standards, thereby ensuring that learners meet national certification requirements.

Blancaflor (2026) explained that the JDVP serves as a policy mechanism to bridge gaps in SHS-TVL implementation; however, its effectiveness depends heavily on the operational capacity of partner institutions and the efficiency of coordination systems. Similarly, Buenafe and Mahistrado (2025) found that JDVP implementation is closely linked to institutional readiness, availability of facilities, and compliance with program requirements, all of which directly affect training delivery outcomes.

Arban et al. (2024) further emphasized that industry partnerships in TVL implementation are multidimensional, involving curriculum alignment, resource allocation, learner assessment, and quality assurance. These responsibilities require strong administrative systems and continuous coordination between DepEd schools and partner institutions.

Implementation practices of industry partners in TVET and JDVP SHS-TVL

Implementation practices of industry partners refer to the actual processes, strategies, and systems used by training institutions to deliver JDVP-funded programs. These include training design, competency delivery, session scheduling, learner supervision, facility use, and coordination with sending schools.

Studies on enterprise-based training in the Philippines show that industry partners often adopt flexible, workplace-oriented training approaches to simulate real work environments and improve skill acquisition (Voeller, 2024). Similarly, TVET literature emphasizes that effective implementation depends on aligning training activities with industry standards, ensuring trainer competency, and maintaining access to adequate tools and equipment (Pascua, 2026).

Specifically, in JDVP implementation, partner institutions are expected to operationalize DepEd and TESDA standards through structured training plans and competency-based assessments. However, implementation practices vary widely depending on institutional capacity, available resources, and organizational systems. Arban et al. (2024) noted that while some partners demonstrate strong compliance with program requirements, others experience inconsistencies in delivery due to limited institutional support and logistical constraints.

Challenges encountered by industry partners in JDVP Implementation

A recurring theme in the literature is that industry partners face a range of operational, administrative, and systemic challenges in implementing vocational education and voucher-based training programs. These challenges directly influence the quality, efficiency, and sustainability of program delivery and may affect the extent to which intended learning outcomes are achieved.

One of the most frequently cited challenges in Joint Delivery Voucher Program (JDVP) implementation is the inadequacy of training facilities, outdated equipment, and limited access to industry-standard tools and technologies. Such constraints impede the effective delivery of Technical-Vocational-Livelihood (TVL) competencies and restrict learners' opportunities to engage in authentic workplace simulations and practical learning experiences. According to Orbeta and Corpus (2024), deficiencies in training infrastructure significantly undermine the quality of Technical and Vocational Education and Training (TVET), particularly within public-private partnership arrangements. Similarly, Buenafe and Mahistrado (2025) emphasized that resource limitations diminish partner institutions' capacity to provide quality competency-based instruction and meaningful hands-on training. Consequently, learners may encounter difficulties in developing the technical skills and workplace competencies required by industry standards.

Another major challenge involves the extensive administrative requirements associated with JDVP implementation. Participating institutions are required to manage substantial documentation, reporting,

voucher processing, monitoring, and financial liquidation procedures. While these mechanisms are necessary to ensure accountability, transparency, and compliance with program policies, they often impose additional workload on partner institutions. Blancaflor (2026) identified administrative inefficiencies, delayed fund releases, and policy-related constraints as significant impediments to effective program implementation. Excessive compliance requirements may divert institutional resources and personnel from instructional functions, thereby limiting attention to learner support and to enhancing training quality.

Effective implementation of JDVP likewise depends on strong collaboration among sending schools, industry partners, trainers, learners, and other stakeholders. However, maintaining consistent communication and coordination across multiple institutions remains a persistent challenge. Bernarte (2014) observed that academe-industry partnerships in the Philippines frequently encounter communication gaps, role and responsibility ambiguities, and coordination difficulties. These challenges may lead to scheduling conflicts, delays in training delivery, inconsistencies in learner monitoring, and difficulties in addressing operational concerns. Hence, establishing clear partnership frameworks, communication protocols, and collaborative mechanisms is essential to ensuring seamless program implementation.

The availability of competent, industry-qualified trainers also plays a critical role in JDVP's success. Challenges arise when trainers' qualifications, industry experience, or certifications do not adequately align with the competency requirements of specific TVL specializations. Mercado et al. (2022) noted that mismatches between trainer competencies and program requirements can adversely affect instructional quality, learner engagement, and skills acquisition. In addition, trainers may encounter difficulties adapting instructional strategies to accommodate the diverse needs of learners in competency-based education settings. To address these concerns, continuous professional development initiatives, industry immersion opportunities, and pedagogical enhancement programs are necessary to strengthen instructional effectiveness and maintain the relevance of training delivery.

Financial sustainability represents another critical concern for industry partners involved in JDVP implementation. The continuity and effectiveness of training delivery largely depend on the availability, timeliness, and efficient management of financial resources. Delays in voucher reimbursements, fund disbursements, and liquidation processes can disrupt operational activities and place financial strain on partner institutions. Such challenges may also weaken stakeholder commitment and discourage sustained participation in the program. Mustafa et al. (2022) emphasized that vocational education partnerships are often constrained by funding uncertainties and bureaucratic financial procedures, which can undermine program sustainability and long-term effectiveness. Therefore, the establishment of efficient financial management systems, streamlined reimbursement mechanisms, and timely fund releases is crucial to sustaining the successful implementation of JDVP.

Overall, the literature indicates that industry partners encounter multifaceted challenges related to infrastructure and resources, administrative processes, stakeholder coordination, trainer competency, and financial sustainability. Addressing these concerns through strengthened institutional support, enhanced

partnership mechanisms, capacity-building initiatives, and efficient resource management is essential for improving the effectiveness and sustainability of JDVP implementation.

Statement of the problem

This study explored the implementation practices, challenges encountered, and coping mechanisms of industry partners in the Joint Delivery Voucher Program Senior High School Technical-Vocational-Livelihood (JDVP SHS-TVL) in the Schools Division of the City of Batac.

Specifically, it sought to answer the following questions:

1. How do industry partners describe their implementation practices in JDVP SHS-TVL?
2. What challenges do industry partners encounter in the implementation of JDVP SHS-TVL?
3. What insights or coping mechanisms do industry partners share in addressing the challenges encountered during JDVP SHS-TVL implementation?

Methodology

This chapter presents the phenomenological research design; the sources of data, including the study locale, population, and purposive sampling method; the data-gathering instrument; and the thematic data analysis process, including its ethical standards.

Research design

This study employed a qualitative research design utilizing a descriptive phenomenological approach. It was designed to explore and describe the lived experiences of industry partners in the implementation of the Joint Delivery Voucher Program (JDVP) for Senior High School Technical-Vocational-Livelihood (SHS-TVL) specializations. The qualitative approach was deemed appropriate as it allowed for an in-depth understanding of implementation practices and the challenges encountered by industry partners in their actual training contexts. According to Creswell and Poth (2018), qualitative research is suitable for exploring complex social phenomena by capturing participants' meanings, perspectives, and experiences.

Locale of the study

The study was conducted in the Schools Division of the City of Batac, Ilocos Norte, Philippines. This division actively implements the SHS-TVL program through partnerships with various accredited industry institutions under the JDVP. These partner institutions serve as training providers for selected SHS learners from public schools, making the locale appropriate for examining real-world implementation practices and operational challenges experienced by industry partners.

Population and sampling

The study participants were the four official industry partners of the JDVP within the Schools Division of the City of Batac. These included 4 training institution administrators, 4 TVL program coordinators, and 4 designated JDVP focal persons directly involved in program implementation.

A purposive sampling technique was employed in selecting participants. This method was used to ensure that only individuals with direct experience and involvement in JDVP implementation were included in the study. Participants were chosen based on the following criteria: (1) actively engaged as JDVP industry partners, (2) involved in training delivery or program coordination, and (3) willing to participate in the focus group discussion (FGD).

Data gathering instrument

The primary data-gathering instrument employed in this study was a semi-structured interview guide. The instrument was developed based on the Department of Education (DepEd) guidelines governing the implementation of the Joint Delivery Voucher Program (JDVP), the competency standards prescribed by the Technical Education and Skills Development Authority (TESDA), and relevant literature on technical-vocational education and industry-academe partnerships.

The interview guide contained open-ended questions designed to elicit in-depth information regarding the implementation practices of industry partners involved in the JDVP for Senior High School–Technical-Vocational-Livelihood (SHS-TVL) programs. Specifically, the questions explored partner institutions' implementation strategies, coordination mechanisms with participating schools, training delivery processes, and the challenges encountered during program implementation. This approach enabled participants to provide rich and detailed accounts of their experiences and perspectives.

To ensure the instrument's quality and appropriateness, the interview guide underwent expert validation by specialists in educational management and technical-vocational education. Their evaluation focused on the clarity, relevance, coherence, and alignment of the questions with the study's objectives, thereby enhancing the instrument's content validity and overall reliability.

Data gathering procedures

Data were collected through a Focus Group Discussion (FGD) involving selected industry partners participating in the Joint Delivery Voucher Program (JDVP). Before data collection, formal approval to conduct the study was obtained from the Schools Division Superintendent of the Schools Division of the City of Batac and the administrators of the participating institutions.

Participants were selected according to the established inclusion criteria and formally invited to participate in the discussion. Before the FGD, participants received a comprehensive orientation on the study's objectives, ethical considerations, confidentiality measures, and their right to voluntary participation. Informed consent was obtained from all participants before the discussion commenced.

The FGD was facilitated with a semi-structured interview guide, enabling participants to openly share their experiences, perspectives, and insights while ensuring the study's research objectives and key

thematic areas were adequately explored. With the participants' consent, the discussion was audio-recorded and supplemented by field notes to capture significant observations and contextual information. Following data collection, all audio recordings were transcribed verbatim to preserve the authenticity and accuracy of participants' responses. The resulting transcripts served as the primary source of qualitative data for subsequent analysis.

Data analysis tool

The data gathered from the Focus Group Discussions (FGDs) were analyzed using thematic analysis, a widely utilized qualitative data analysis method that facilitates the identification, examination, and interpretation of recurring patterns and meanings within a dataset. Thematic analysis was deemed appropriate for this study, as it enabled a systematic exploration of JDVP industry partners' experiences, perceptions, and insights regarding program implementation.

The analysis followed the framework proposed by Braun and Clarke (2006). Initially, the researcher engaged in data familiarization by thoroughly reading and re-reading the interview transcripts to gain a comprehensive understanding of the participants' responses. This process allowed the researcher to become immersed in the data and identify preliminary ideas relevant to the study.

Subsequently, initial codes were generated by identifying significant statements, phrases, and text segments related to JDVP implementation practices, coordination mechanisms, training delivery processes, and challenges encountered by industry partners. Similar codes were then organized into broader categories to facilitate the identification of emerging patterns and themes.

The researcher then reviewed and refined the preliminary themes to ensure their coherence, consistency, and alignment with the research questions. During this stage, themes were examined in relation to the coded extracts and the entire dataset to confirm that they accurately represented participants' experiences and perspectives. Once finalized, each theme was clearly defined and named, highlighting its relevance and contribution to understanding the JDVP's implementation.

Finally, the identified themes were synthesized and presented in a coherent narrative, supported by relevant excerpts from the participants' responses. This process enabled the development of meaningful interpretations and conclusions that addressed the study's objectives. Depending on the volume and complexity of the data, coding was conducted either manually or using qualitative data analysis software to ensure an organized, systematic analytical process.

Ethical considerations

Ethical protocols were strictly observed throughout the study. Participation in the FGD was voluntary, and informed consent was obtained from all participants before data collection. Participants were informed of the purpose of the study, their rights, and the use of recorded data.

Confidentiality and anonymity were ensured by assigning pseudonyms or codes to participants and institutions. Audio recordings and transcripts were securely stored and accessible only to the researchers. Participants were also informed that they could withdraw from the study at any time without penalty.

The study adhered to ethical standards in qualitative research and respected the professional integrity of all industry partners involved.

Presentation and analysis of data

This section presents the collected data and corresponding analysis in response to the study's research questions.

Problem 1: How do industry partners describe their implementation practices in JDVP SHS-TVL?

Analysis of the Focus Group Discussion revealed that industry partners' implementation practices in the Joint Delivery Voucher Program (JDVP) for SHS-TVL clustered into three major themes: (1) strengthened coordination and partnership governance, (2) competency-based and industry-aligned training delivery, and (3) structured learner immersion through workplace simulation. These themes reflect how partner institutions operationalize JDVP implementation at the ground level.

Theme 1: Strengthened coordination and partnership governance

Industry partners consistently described JDVP implementation as a collaborative and coordinated process anchored on continuous communication with DepEd focal persons and sending schools. Coordination activities included orientation meetings, scheduling alignment, learner endorsement, and periodic updates.

Participants emphasized that the effectiveness of implementation depends on the clarity and consistency of coordination mechanisms.

“We always coordinate with the school focal person before starting so that everything is clear—from schedule to requirements.” (IP1)

“There are regular communications, especially when adjustments are needed in attendance or training schedules.” (IP3)

This theme highlights that JDVP implementation is not a stand-alone institutional activity but rather a shared governance arrangement that requires sustained inter-institutional communication. Effective coordination ensures smooth learner deployment and minimizes disruptions in training delivery.

The findings support existing literature emphasizing the importance of collaborative governance and partnership management in technical-vocational education programs. According to Bernarte (2014), successful academe-industry partnerships rely heavily on clear communication channels, defined stakeholder responsibilities, and continuous coordination among participating institutions. Effective collaboration enables partners to address operational concerns promptly and align program implementation with intended educational outcomes. Similarly, Orbeta and Corpus (2024) stressed that public-private partnerships in Technical and Vocational Education and Training (TVET) require strong

institutional linkages and coordination mechanisms to ensure the delivery of quality training and efficient resource utilization.

The findings also align with the principles of partnership governance theory, which posits that shared decision-making, mutual accountability, and continuous communication contribute to the effectiveness of inter-organizational collaborations. Within the JDVP context, coordination between industry partners and sending schools facilitates the synchronization of schedules, learner monitoring, and compliance requirements, thereby enhancing the efficiency of program implementation. The consistent emphasis on communication and coordination among participants suggests that partnership governance serves as a foundational element in the successful implementation of JDVP for SHS-TVL learners.

Theme 2: Competency-based and industry-aligned training delivery

A dominant implementation practice among industry partners is delivering TESDA-aligned competency-based training, in which instruction is structured around performance standards rather than traditional classroom teaching. Training sessions are highly practical, focusing on skills demonstration, task performance, and mastery of industry competencies.

Participants stressed the importance of aligning training with actual workplace requirements.

“We base everything on TESDA competencies so learners are trained according to industry standards.” (IP2)

“Most of our training is hands-on because TVL learners need actual exposure to tools and real tasks.” (IP4)

This finding indicates that JDVP implementation reinforces the shift from theoretical instruction to performance-based learning, ensuring that learners develop job-ready skills aligned with industry expectations. The role of industry partners is therefore central in translating curriculum standards into actual workplace-relevant competencies.

The findings are consistent with Mercado (2022), who emphasized that competency-based training enhances learners’ technical proficiency by focusing on measurable workplace skills and industry performance standards. Similarly, Buenafe and Mahistrado (2025) found that industry partners play a crucial role in delivering authentic learning experiences that bridge the gap between classroom instruction and labor market demands. These studies suggest that industry-aligned and competency-based training approaches significantly improve learner employability and workforce readiness.

Theme 3: Structured learner immersion through workplace simulation

Industry partners also implemented JDVP through workplace simulation and experiential learning environments, where learners are exposed to real or near-real work conditions. This approach allows learners to develop technical skills, work discipline, and professional behavior.

Participants described treating learners as trainees within an industry setting rather than traditional students.

“We treat them like trainees in a real workplace so they experience actual work expectations.” (IP2)

“They are exposed to real tasks so they can build confidence and technical skills.” (IP5)

This theme demonstrates that JDVP implementation goes beyond skill acquisition to encompass work readiness, including attitudes, discipline, and workplace adaptability. Industry partners serve as both trainers and workplace mentors, bridging the gap between school-based learning and the workplace.

The implementation practices of JDVP industry partners in the City of Batac reflect a structured, competency-driven, and workplace-oriented training system. Coordination mechanisms ensure alignment between stakeholders, while competency-based instruction guarantees adherence to TESDA and DepEd standards. Meanwhile, workplace simulation strengthens learners' experiential learning and prepares them for actual employment settings. Collectively, these practices demonstrate that industry partners play a crucial role in operationalizing the JDVP as a bridge between education and industry.

The findings are supported by Mustafa et al. (2022), who emphasized that experiential learning and workplace-based training enhance learners' readiness for employment by providing authentic opportunities to apply technical competencies in real-world contexts. Likewise, Orbeta and Corpus (2024) noted that industry immersion and simulated workplace environments strengthen the development of both technical and employability skills, including work ethic, communication, adaptability, and problem-solving. These studies affirm the vital role of workplace simulation in preparing learners for a successful transition from school to work.

Problem 2: What challenges do industry partners encounter in the implementation of JDVP SHS-TVL?

Analysis of the Focus Group Discussion revealed that industry partners faced several operational and systemic challenges in implementing the Joint Delivery Voucher Program (JDVP) for SHS-TVL. These challenges were grouped into four major themes: (1) administrative and documentation burden, (2) coordination and scheduling constraints, (3) resource and facility limitations, and (4) financial processing and voucher-related concerns.

Theme 1: Administrative and documentation burden

Industry partners consistently reported that JDVP implementation involves extensive administrative requirements, including documentation, reporting, attendance monitoring, and compliance-related paperwork. These tasks were described as time-consuming and often competing with the delivery of actual training.

Participants expressed that administrative tasks sometimes overshadow instructional responsibilities.

“There are so many documents to accomplish before and after the training. It takes a lot of time away from actual instruction.” (IP1)

“Sometimes we spend more time encoding reports than actually training the learners.” (IP3)

This theme highlights that administrative workload is a significant implementation constraint, affecting the efficiency of training delivery. While documentation is necessary for accountability and monitoring, excessive reporting requirements may reduce the time and energy allocated to competency-based instruction.

The findings are consistent with Blancaflor (2026), who identified administrative inefficiencies, extensive documentation requirements, and compliance-related procedures as significant barriers to the effective implementation of vocational training programs. Similarly, Mustafa et al. (2022) reported that excessive reporting and bureaucratic processes often increase training providers' workload, limiting the time available for instructional and learner-centered activities. These studies suggest that while accountability mechanisms are essential, streamlining administrative processes is necessary to enhance training efficiency and program effectiveness.

Theme 2: Coordination and scheduling constraints

Another major challenge identified was the difficulty in aligning schedules between sending schools and industry partners. Because JDVP involves multiple stakeholders, scheduling conflicts frequently arise due to differing academic calendars, school activities, and training availability.

Participants noted the need for constant adjustments to accommodate learners.

“The school schedule and our training schedule do not always match, so we always need to adjust.” (IP4)

“Sometimes learners are absent because of school activities or conflicts in their schedule.” (IP2)

This finding indicates that JDVP implementation is highly dependent on synchronized coordination among institutions, and any misalignment can disrupt training continuity. Scheduling challenges also affect learner attendance, training completion, and instructional pacing.

The findings align with Bernarte (2014), who emphasized that coordination breakdowns and misaligned institutional schedules are common challenges in academe–industry partnerships, often leading to delays and disruptions in program implementation. Similarly, Orbeta and Corpus (2024) noted that effective TVET delivery requires synchronized planning among stakeholders, as scheduling conflicts can negatively affect training continuity and learner participation. These studies highlight the importance of harmonized academic-industry calendars to ensure smooth and uninterrupted implementation of vocational training programs.

Theme 3: Resource and facility limitations

Industry partners also reported limitations in training facilities, equipment, and consumables, particularly when accommodating multiple learners simultaneously. Although partner institutions strive to maintain industry standards, resource constraints remain a recurring issue.

Participants emphasized the sharing of tools and limited access to equipment.

“We try to maintain industry standards, but sometimes the equipment is not enough for all learners.” (IP5)

“There are limited tools, so learners need to share during hands-on activities.” (IP1)

This theme suggests that, despite being industry-based providers, some institutions still face capacity limitations that affect the quality and efficiency of hands-on training. Resource constraints may also reduce individual practice time, which is critical in TVL competency development.

The findings are supported by Buenafe and Mahistrado (2025), who noted that inadequacies in training facilities and limited access to industry-standard equipment significantly constrain the delivery of quality competency-based training in TVET programs. Likewise, Orbeta and Corpus (2024) emphasized that resource constraints in partner institutions hinder the effective implementation of hands-on learning activities, thereby affecting learners’ skills acquisition and workplace readiness. These studies highlight the persistent challenge of ensuring sufficient training resources to support high-quality technical-vocational education.

Theme 4: Financial processing and voucher-related concerns

A significant challenge experienced by industry partners relates to voucher processing delays and reimbursement issues. Participants noted that financial transactions under JDVP are not always immediate, which affects operational liquidity and sustainability.

Participants expressed concern over delayed payment.

“Processing of vouchers takes time, and it affects our operational budget.” (IP3)

“We sometimes shoulder expenses first before reimbursements are released.” (IP4)

This finding underscores that financial flow within JDVP implementation is a critical operational issue. Delays in voucher reimbursement may discourage some institutions from expanding participation or may strain institutional resources during implementation cycles.

The challenges encountered by industry partners reveal that JDVP implementation is shaped by administrative, logistical, resource-based, and financial constraints. While industry partners actively deliver competency-based training, these challenges highlight systemic issues in program coordination and operational support. Administrative burden and scheduling misalignment affect efficiency, resource limitations constrain instructional quality, and financial delays impact sustainability. Collectively, these

factors demonstrate that successful JDVP implementation requires not only strong partnerships but also efficient systems support from governing institutions.

The findings are consistent with those of Mustafa et al. (2022), who highlighted that funding instability, delayed reimbursements, and bureaucratic financial procedures are common challenges in vocational education partnerships, often undermining program sustainability. Similarly, Blancaflor (2026) emphasized that delays in fund releases and financial processing inefficiencies can disrupt program operations and weaken institutional participation. These studies underscore the importance of timely and efficient financial management systems to sustain effective implementation of vocational training programs such as JDVP.

Problem 3. What insights or coping mechanisms do industry partners share in addressing the challenges encountered during JDVP SHS-TVL implementation?

Analysis of the Focus Group Discussion revealed that, despite the challenges encountered, industry partners demonstrated adaptive strategies and reflective insights to sustain the implementation of the Joint Delivery Voucher Program (JDVP) for SHS-TVL. Two major themes emerged: (1) adaptive management and flexible operational strategies, and (2) strengthened commitment through collaboration and learner-centered motivation.

Theme 1: Adaptive management and flexible operational strategies

Industry partners reported employing various adaptive strategies to manage constraints in scheduling, resources, and documentation. These strategies allowed them to maintain continuity of training despite operational limitations.

Participants highlighted the use of flexible scheduling, resource maximization, and systematized documentation.

“We adjust our schedule and maximize available equipment so that all learners can still complete their hands-on activities.” (IP2)

“We prepare templates and streamline reports so documentation will not take too much time.” (IP1)

This theme reflects the organizational adaptability of industry partners in responding to implementation pressures. Rather than discontinuing or reducing program delivery, institutions modified internal processes to accommodate JDVP requirements. Such adaptive strategies demonstrate resilience and innovation in managing resource and administrative constraints.

The findings are supported by organizational adaptability perspectives in vocational education, which emphasize that institutions adopt flexible operational strategies to sustain program delivery amid constraints. Mustafa et al. (2022) noted that training providers often develop coping mechanisms such as workflow adjustments and resource optimization to maintain continuity in competency-based programs despite financial and logistical challenges. Similarly, Bernarte (2014) highlighted that effective

academe–industry partnerships require adaptive coordination practices to address scheduling and operational disruptions while sustaining training quality.

Theme 2: Strengthened commitment through collaboration and learner-centered motivation

Despite operational challenges, industry partners expressed a strong commitment to JDVP's goals, particularly to developing employable skills among SHS learners. This commitment was reinforced by close collaboration with schools and a shared sense of responsibility for learner development.

Participants emphasized the value of partnership and learner outcomes.

“Even if there are difficulties, we continue because we see the importance of helping students gain skills.” (IP5)

“We work closely with the schools because our goal is to help learners become employable.” (IP3)

This theme illustrates that industry partners are driven not only by compliance requirements but also by a shared educational mission. Their sustained engagement is anchored in the perceived value of contributing to workforce development and improving learner employability outcomes.

The findings suggest that industry partners employ a combination of adaptive operational strategies and value-driven commitment to sustain JDVP implementation. Flexibility in scheduling, resource optimization, and streamlined documentation processes allow institutions to manage implementation challenges effectively. More importantly, strong collaboration with schools and a shared commitment to learner development serve as motivational anchors that sustain participation in the program.

The findings are consistent with partnership and motivation theories in vocational education, which emphasize that sustained engagement in training programs is driven not only by compliance requirements but also by shared goals and perceived social value. Orbeta and Corpus (2024) noted that strong academe–industry collaboration enhances stakeholder commitment by reinforcing a common responsibility for learner employability and workforce development. Similarly, Mustafa et al. (2022) highlighted that institutional participation in vocational programs is strengthened when partners perceive meaningful contribution to skills formation and long-term labor market outcomes.

Results and discussion

The findings revealed a significant positive relationship between empowering leadership and employees' job satisfaction, indicating that employees' satisfaction is influenced not only by compensation and recognition but also by how much they are trusted, involved, and empowered in their work. Employees are more satisfied when leaders communicate a clear vision, grant autonomy, delegate authority, and assign meaningful responsibilities aligned with organizational goals. Empowerment enables employees

to take ownership of their work, make decisions, and contribute more effectively to organizational success. These findings support earlier studies showing that delegation enhances organizational effectiveness and employee performance (Hammadat et al., 2015) and that managing performance through clearly defined goals increases employee satisfaction (Rahman & Islam, 2010).

The results also support the Empowerment Theory of Rappaport (1981), Kanter's Structural Empowerment Theory, and Homans' Social Exchange Theory. The strong positive correlation between empowering leadership and job satisfaction ($r = .779$) suggests that when leaders share power through vision, autonomy, and delegated authority, employees respond with higher levels of job satisfaction. This finding extends these theories to the context of Philippine Catholic higher education institutions, where the institution's vision and mission play a central role in shaping employee engagement and commitment.

The findings further imply that improving employees' job satisfaction requires more than providing financial rewards or recognition. Leaders should strengthen empowering practices by clearly communicating the institution's vision and mission, increasing employee autonomy, and delegating appropriate authority. Leadership development programs, performance evaluation systems, and employee engagement initiatives should therefore emphasize empowering leadership behaviors. Since previous studies have shown that teacher performance is influenced by job satisfaction (Baluyos et al., 2019; Abun, 2021), and that student performance is closely linked to teacher performance (Salamat et al., 2013), fostering an empowering work environment may contribute not only to employee well-being but also to improved institutional performance and student outcomes.

Although the findings provide meaningful evidence, they should be interpreted within the context of the study, which was limited to a single Catholic higher education institution with a relatively small population. Future research involving larger samples and more diverse educational settings is recommended to validate further and expand these findings.

Conclusion

Industry partners implementing the Joint Delivery Voucher Program (JDVP) for SHS-TVL in the Schools Division of the City of Batac generally deliver the program effectively through strong coordination with schools, competency-based and industry-aligned training, and meaningful workplace-based learning experiences. Beyond serving as training venues, these partners actively contribute to curriculum delivery in accordance with TESDA standards and the objectives of technical-vocational education.

Despite these strengths, industry partners face several implementation challenges, including extensive administrative and documentation requirements, scheduling and coordination issues, limited training facilities and resources, and delays in voucher processing and reimbursement. These constraints can affect the efficient delivery of training activities. Nevertheless, partners continue to sustain the program by adopting flexible schedules, maximizing available resources, streamlining internal processes where possible, and maintaining close collaboration with schools and other stakeholders.

Overall, the findings underscore that the successful implementation of the JDVP depends not only on established policies and systems but also on the commitment, collaboration, and adaptability of industry partners. Their willingness to work together and address challenges as they arise remains a key factor in ensuring the program's continued effectiveness.

Author's contribution: The paper is written by the author.

Conflict of interest: No conflict of interest.

Ethical statement: The study adheres to ethical procedures for data collection.

Funding: The author funded the study.

References

- Adanza, L. S., & Sayson, Z. D. (2022). Challenges encountered by technical-vocational program implementers. *International Journal of Innovative Science and Research Technology*, 7(12).
- Arban, J. C., et al. (2024). Implementation of the Senior High School TVL track: Challenges and perspectives. *PsychEducation: A Multidisciplinary Journal*, 26(1), 6–12.
- Bernarte, R. P. (2014). Academe–industry partnership in the Philippines: Nature, benefits, and problems. *Asia Pacific Higher Education Research Journal*, 1(1).
- Blancaflor, A. D. (2026). Joint Delivery Voucher Program (JDVP) for technical-vocational and livelihood education: Policy implementation issues. *International Journal of Science and Research Archive*, 19(1), 550–554.
- Buenafe, E. P., & Mahistrado, A. M. L. (2025). Teachers' challenges in implementing the Joint Delivery Voucher Program. *International Journal on Science and Technology*, 16(3).
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches (4th ed.)*. SAGE Publications.
- Ferrer, R. A. (2024). *A process evaluation of the implementation of the Joint Delivery Voucher Program (JDVP)*. De La Salle University, Animo Repository. https://animorepository.dlsu.edu.ph/etdd_elmd/31/
- Kolb, A.Y. & Kolb, D.A. (2012). Experiential Learning Theory. In: Seel, N.M. (eds) *Encyclopedia of the Sciences of Learning*. Springer. https://doi.org/10.1007/978-1-4419-1428-6_227

Mataas, J. C., & Canosa, F. (2024). Implementation of JDVP through blended reinforcement activity. *Journal of Economics and Management Sciences*. <https://jems.ink/index.php/JEMS/article/view/43>

Mercado, J.U., Lukitasari, M., Nurhikmawati, A.R., Murtafiah, W., & Sukri, A. (2022). Promoting computational and higher-order thinking skills through problem-based learning with digital argumentation in biodiversity. *Journal of Turkish Science Education*, 22(4), 655–676.

Mustafa, M., et al. (2022). Challenges and sustainability of vocational-industry partnerships in technical education. *International Journal of Academic Research in Progressive Education and Development*, 11(1).

Orbeta, A.C. & Corpus, J.P.P. (2024). *Issues in Philippine TVET: Responsiveness to industry demand and barriers to access among disadvantaged youth*. Philippines Institute for Development Studies. <https://doi.org/10.62986/rps2024.03>

Pascua, C. R. M. (2026). TVL track offerings and employability outcomes in technical-vocational education. Pantao: *The International Journal of Humanities and Social Sciences*, 5(2), 2053–2069. <https://doi.org/10.69651/PIJHSS05021027>

Valerio, E., & Accad, A. (2025). Influence of the Technical-Vocational-Livelihood track on student employability and competency development. *Psychology and Education: A Multidisciplinary Journal*, 41(4), 494–515.

Voeller, J. (2024). Challenges and strategies for expanding enterprise-based training to develop skills for the ICT industry in the Philippines. *International Journal for Research in Vocational Education and Training (IJRVET)*, 12(3), 338–359. <https://doi.org/10.13152/IJRVET.12.3.2>

Publisher's Note: DWIJMH stays neutral about jurisdictional claims in published maps and institutional affiliations.



CC BY-NC-SA 4.0

Attribution-NonCommercial-ShareAlike 4.0 International

© 2026 by the authors. Published by Divine Word International Journal of Management and Humanities under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License <https://creativecommons.org/licenses/by-nc-sa/4.0/>