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ASSESSMENT OF THE JOINT DELIVERY VOUCHER PROGRAMME FOR SENIOR HIGH SCHOOL TECHNICAL VOCATIONAL LIVELIHOOD IN SELECTED PUBLIC SCHOOLS IN OCCIDENTAL MINDORO, PHILIPPINES

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ABSTRACT

This paper assessed the Joint Delivery Voucher Program for senior high school technical vocational livelihood between 2017 and 2021 in selected public high schools in Occidental Mindoro, Philippines. The study employed survey research method. The sources of information were from primary and secondary data. Further, the project employed the cost sharing approach and educational institution approach. Result showed that face-to-face learning with result demonstration was the “always” preferred extension teaching methods before the COVID 19 pandemic. - learning, modules, IEC, instructional materials, mobile application and interactive computer assisted module were used during the COVID 19 pandemic implementation. The program implementation encountered “slightly serious problems.” The students had acquired “adequate competency” in the program that enabled them to pass the national assessment and evaluated the JDVP implementation as “excellent.”

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INTRODUCTION

In the Philippines, Republic Act 10533 or the Enhanced Basic Education Act of 2013 provided in the transitory provisions that the Department of Education (DepEd), Commission of Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), Technical Vocational Institutions (TVIs) and Higher Education Institutions (HEIs) shall coordinate closely with one another to implement strategies to ensure that the academic, physical, financial and human resource capabilities not only of HEIs but also of TVIs, are utilized and not adversely affected. In conjunction, there is a need to address the transitory shortage in workshops, tools, equipment and teachers for the TVL Track in DepEd public Senior High Schools. According to these mandates, among the hallmarks of the K to 12 Basic

Education Program is the Senior High School (SHS), which provides for a Technical-Vocational-Livelihood (TVL) Track along with three other Senior High School Tracks, namely: Academic Track, Sports Track, and Arts 8s Design Track. The TVL Track has four strands: Agri-Fishery Arts (AFA), Home Economics (HE), Information and Communication Technology (ICT), and Industrial Arts (IA) which offer various specializations.

With this premise, the Department of Education issues the guidelines on the implementation of the Joint Delivery Voucher Program (JDVP) for Senior High School (SHS) Technical Vocational Livelihood (TVL) Specialization. The primary objective of the program is to enhance the capability of DepEd SHSs to implement the TVL track by forging partnerships with institutions that are equipped with the necessary resources

(teachers, workshops, tools and equipment) to carry out the program that will address the delays in the provision of necessary resources for TVL specialization and appropriate environment for the learners. The said general mechanism under the E-GASTPE law was made more specific by the GAA by appropriating funds for JDVP-TVL intended to enable select DepEd public SHS students taking Technical Vocational and Livelihood Track to take their TVL subjects in private or non-DepEd public SHS subject to these guidelines. In addition, under Section 24 (Participating Schools), Rule VI (E-GASTPE Beneficiaries and Other Financing Arrangements with Private Educational Institutions and non-DepEd Public Schools) of RA 11465, the providers are expanded to include private TVIs, subject to the issuance of these guidelines. The Occidental Mindoro State College-Extension & Technical Advisory Unit is the partner agency in the implementation of the Joint Delivery Voucher Program (JDVP) for Senior High School (SHS) Technical Vocational Livelihood (TVL) Specialization for School Year 2017-2021 for Agricultural Crops Production, Organic Agriculture, Food Processing, and Computer Systems Servicing in Magsaysay National High School, Sta Cruz National High School, Ilin National High School and Calintaan National High School. With the new Guidelines on the Implementation of the Joint Delivery Voucher Program for Senior High School Technical-Vocational-Livelihood Specializations for School Year (SY) 2021-2022, the OMSC partnership with the selected public-school end. Thus, this paper evaluates the implementation of JDVP SHS TVL from 2017-2021.

Objectives

This study was conducted to determine OMSC's experience in managing the Joint Delivery Voucher Program for Senior High School Technical Vocational Livelihood from 2017-2021 in Selected Public High Schools in Occidental Mindoro, Philippines. Specifically, it aims to:

1. Determine the extension teaching methods employed in the conduct of JDVP from 2017-2021.
2. Identify the problems encountered in the JDVP-SHS TVL implementation.
3. Evaluate the effectiveness of the program, in terms of:
 - a. Level of competencies acquired TESDA Training Regulations;

- b. Number of students who passed the TESDA National Certification; and
- c. Evaluation of the training conducted.

METHODOLOGY

The study employed the survey research design. The study was conducted in the province of Occidental Mindoro, Philippines, which falls in the latitude of 13°6'8.68"N and the longitude of 120°45'54.46"E. The implementation of the Joint Delivery Voucher Program (JDVP) for Senior High School (SHS) Technical Vocational Livelihood (TVL) Specialization started in 2017 and end in 2021.

The sources of information were from primary and secondary data. The respondents for the evaluation of the effectiveness of the program were the 90% (517 of 574) of the beneficiaries of the program. Informed consent was asked before the conduct of the survey. Data were analysed using mean and frequency.

The problems encountered in the JDVP-SHS TVL implementation and evaluation on the effectiveness of the program was done through the survey using the 5-point Likert scale conducted with the projects' beneficiaries. The project employed the Cost Sharing Approach with the basic assumption that to achieve its goals if those who benefit from it share some part of the costs. In this case, the DepEd provides financial support for the implementation of the program.

In addition, OMSC employed the educational institution approach that uses educational institutions which have the technical knowledge and some research ability to provide extension services for rural people. Implementation and planning are often controlled by those who determine school curricula. The emphasis is often on the transfer of technical knowledge.

RESULTS

The JDVP beneficiaries and the specialization taken (2017-2021)

The Occidental Mindoro State College- Extension & Technical Advisory Unit is the partner agency in the implementation of the Joint Delivery Voucher Program (JDVP) for Senior High School (SHS) Technical Vocational Livelihood (TVL) Specialization for School Year 2017-2021. For the last five years of implementation, the program had trained 574 SHS students for Agricultural Crops Production, Organic

Agriculture, Food Processing, and Computer Systems Servicing at Magsaysay National High School, Sta Cruz National High School, Ilin National High School and Calintaan National High School.

Table 1. JDVP beneficiaries and the specialization taken (2017-2021).

Name of School	Specialization	2017	2018	2019-2020	2021	Total
Magsaysay National High School	Agricultural Crop Production/Organic Agriculture	6	9	19	38	72
	Food Processing	-	-	12	25	37
	Computer Systems Servicing		52	29	32	113
Calintaan National High School	Agricultural Crop Production/Organic Agriculture	15	14	15	12	56
Iling National High School	Agricultural Crop Production/Organic Agriculture	14	-	21	19	54
	Food Processing	-	-	34	44	78
Sta. Cruz National High School	Computer Systems Servicing	107	-	-	-	107
	Total	142	75	130	170	574

Before the JDVP implementation, a Memorandum of Agreement is signed between the partner and the school as well as a Certificate of Eligibility from the Division Office. It outlined there among others the number of hours and working ethics or policies during the JDVP enhancement program.

The JDVP-TVL voucher covered the training costs for 320 hours per learner in any one or combination of one

to four specializations taking into consideration TESDA Circular No. 12, s 2017 and the TVL Specialization already taken. This includes tuition and other expenses (e.g., learning materials, consumables for the workshop, operational and miscellaneous) for the TVL training needed to complete the applicable specializations for Grade 12. For the last five years, OMSC received a total amount of PhP 4,899,757.50.

Table 2. JDVP-TVL fee from 2017-2021.

Year	JDVP Fee
2017	595,107.50
2018	941,250.00
2019-2020	1,217,350.00
2021	2,146,050.00
Total	4,899,757.50

Extension teaching methods employed in the conduct of JDVP from 2017-2020

Extension teaching methods are the tools & techniques used to create situations in which communication can take place between the rural people & the extension professionals. These are the methods of imparting new knowledge & skills to the rural people by drawing their attention towards such technologies, thereby arousing

their interest and helping them to have a successful experience of the new practice (ecoursesonline.iasri.res.in,2020).

Extension teaching methods are devices, modes or channels used to create situations in which new information can pass freely from the source (extension worker or research institutes) to the farming communities. Appropriate extension methods which

provide adequate opportunities for farmers to learn and that stimulate mental and physical activities should be used at all times. There is a consensus that people learn by seeing, doing and hearing (Ayanda, 2019). However, there is no one method that is best for all situations alike and hence calls for different method (s). It is also obvious that no one method can reach the audience. Behavioural changes required on the part of the learners may also require several exposures with the same, different or a combination of methods. Research bears ample evidence to suggest that a combination of methods or media mix is required for effective technology transfer.

The DepEd through the Office of the Undersecretary for Curriculum and Instruction (OUCI) released DM-CI-2020-00162 titled Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for School Year 2020—2021, and TESDA provided the Guidelines in Implementing flexible Learning to TVET through Circular No. 062, s. 2020.

The JDVP-TVL partners and recipient schools employed the strategies stated DM-CI-2020-00 162 and Circular No. 062, s. 2020 in the implementation of JDVP-TVL to protect the health, safety, and well-being of learners, teachers and personnel, and prevent the further transmission of COVID- 19. The Face-to-Face Learning

with result demonstration (mean=4.48) was the “always” preferred extension teaching method before the COVID-19 pandemic. Print and digital modules, IEC and instructional materials (mean=4.78) were developed by the Extension Unit as supplemental learning materials. Further, the Information Technology Department of OMSC also developed mobile applications like Weedi, Organic Agriculture and Fish Processing as well as Interactive Computer Assisted Module for Computer Systems Servicing (mean=4.42).

E-Learning was used during the COVID-19 implementation (mean=4.42). This is an umbrella term for providing computer instruction (courseware) online over the public internet, private distance learning networks or in-house via an intranet. Digital Contents (mean=3.47) was also used. This refers to information available in digital format. It could be in the form of text, audio and video files, graphics, animations, and images. Typically, digital content refers to information available for streaming, downloading or distribution on electronic media.

In the study conducted by Al-Mashhadani *et al.* (2017), the most extension methods and aids used were field visits to farmers, field days, extension pictures, extension posters, training courses, and extension bulletins.

Table 3. Extension teaching methods employed in the conduct of JDVP from 2017-2020.

Extension teaching methods	Mean	Interpretation
1. Face-to-face learning with result demonstration	4.48	Always
2. E-learning (FaceBook Page, Group, Messenger and Zoom)	4.42	Always
3. Use of mobile application and Computer Assisted Instruction	4.42	Always
4. Digital Content	3.47	Sometimes
5. Webinar	2.58	Sometimes
6. Blended approach	4.32	Often
7. Use of modules, IEC and instructional Materials	4.78	Always

Legend:0.50-1.50= Never;1.51-2.50= Rarely;2.51-3.50= Sometimes;3.51-4.50= Often; 4.51-5.50= Always

Problems encountered in the JDVP-SHS TVL implementation

As shown in Table 3, the trainers assessed that there are only “slightly serious problems” encountered in the implementation with a mean of 2.38. The “fairly serious problems” were the trainers and facilitator over workloads (mean=3.41), and release of payment for training (mean=3.33) due to too many documents to comply (mean=3.00).

As a JDVP Partner-implementer, it is recommended to give appropriate time allocation for the preparation of

requirements, implementation, and assessment due to the institution’s bureaucracy as well as the current situation under the COVID 19 Pandemic. For example, the pandemic had brought concerns on the delivery mode to be used in skills-oriented program.

**Evaluate the effectiveness of the program
Level of competencies acquired TESDA Training Regulations**

The competencies are the acquired knowledge, skills and attitude in accordance to the standard performance in

the workplace. The knowledge, skills, attitudes and values required for the performance and is conducted by the supervisor (TESDA-OP-AS-01). It is the observable and vital knowledge, skills and attitude which are translation of capabilities deemed essential for organizational success (CSC Competency Model Building Intervention, as cited in TESDA Circular No. 119 s. 2019).

The different competencies have a grand mean of 4.35 interpreted as "I have adequate competency." However, the students have "mastery" of the core (mean=4.52) and common competency (mean=4.68), which is needed to pass the assessment for the National Competency Certification given by TESDA.

A National Certificate is issued to the students when they had demonstrated competence in the identified skill aligned with the Philippine TVET Qualifications Framework Descriptor. The National Certification may fall under level I, II, III, or IV depending on the breadth, depth and scope of competency.

The basic competencies refer to non-technical skills that students will need in order to perform satisfactorily at work and in society and are considered portable and transferable irrespective of jobs and industrial settings. These competencies refer to a broad set of knowledge, skills, work habits, and character traits believed to be critically important to success in today's world, particularly in contemporary careers and workplaces.

While, common competencies consist of the knowledge, skills and attitudes required to perform safety measures effectively and efficiently. On the other hand, core

competencies are set of the knowledge, skills and attitudes unique for the identified skills.

Number of students who passed the TESDA National Certification

TESDA pursues the assessment and certification of the competencies of middle-level skilled workers through the Philippine TVET Competency Assessment and Certification System (PTCACS). The assessment process seeks to determine whether the graduate or worker can perform to the standards expected in the workplace based on the defined competency standards. Certification is provided to those who meet the competency standards. This ensures the productivity, quality and global competitiveness of middle-level workers (TESDA, nd).

For the last five years of implementation, the program had trained 574 SHS students and 343 of which passed the TESDA National Certification. For the 2021 implementation, no assessment was done due to the restrictions on the conduct of the TESDA Assessment. The students were given two retakes for the assessment, after it the students will pay for their fees. From 2017-2020, only two students from the Food Processing specialization failed the NC Assessment.

This corroborates with the study of Manalo *et al.* (2018) that the national certification is one step in job positioning and it helps the holder to easily get the job. It shows that having the national certificate is a proof that the holder surpasses the training and is competent in that field of assessment.

Table 4. Problems encountered in the JDVP implementation.

Problems encountered	Mean	Interpretation
1. Accessibility of the site of the partner public SHS	2.11	Slightly serious
2. The trainers and facilitator over workloads.	3.41	Fairly serious
3. Allotment of facilities for the enhancement of competency.	2.22	Slightly serious
4. Uncooperative trainees/beneficiaries.	2.22	Slightly serious
5. Long hours of training (320 hours).	1.89	Slightly serious
6. Unavailability of learning materials and modules.	1.76	Slightly serious
7. There is a risk of hazard/ accident in training.	2.33	Slightly serious
8. Release of payment for training.	3.33	Fairly serious
9. Lack of support from the partner public schools.	1.56	Slightly serious
10. Too many documents to comply with.	3.00	Fairly serious
Grand mean	2.38	Slightly serious

Legend:0.50-1.50= Least serious problem;1.51-2.50= Slightly serious problem;2.51-3.50= Fairly serious problem;3.51-4.50= Very serious problem; 4.51-5.50= Most serious problem

Table 5. Level of competencies acquired TESDA Training Regulations.

Competencies	Mean	Interpretation
Basic	3.86	I have adequate competency
Core	4.52	I have mastery of the competency
Common	4.68	I have mastery of the competency
	4.35	I have adequate competency

Legend:0.50-1.50= I have no mastery of the competency y;1.51-2.50= I have inadequate competency;2.51-3.50= Neither competent nor incompetent;3.51-4.50= I have adequate competency; 4.51-5.50= I have mastery of the competency

Table 6. A number of students who passed the TESDA National Certification.

Name of School	Specialization	2017	2018	2019-2020	2021	Total
Magsaysay National High School	Agricultural Crop Production/Organic Agriculture	6	9	19	-	34
	Food Processing	-	-	10	-	10
	Computer Systems Servicing		52	29	-	81
Calintaan National High School	Agricultural Crop Production/Organic Agriculture	15	14	15	-	44
Iling National High School	Agricultural Crop Production/Organic Agriculture	14	-	21	-	35
	Food Processing	-	-	32	-	32
Sta. Cruz National High School	Computer Systems Servicing	107				107
	Total	142	75	126		343

Evaluation of the training conducted

The main purpose of evaluating a training program is to gain knowledge about whether it has achieved or failed its objectives. Analyzing the training event by using appropriate evaluation tools can improve the outcome of

future training to a considerable extent. After the conduct of the JDVP SHS TVL from the 2017-2021 training, students were asked to evaluate the conduct of the training. The students evaluated the training as “excellent” with a grand mean of 4.60.

Table 7. Evaluation of the trainings conducted.

Criteria	Mean	Interpretation
1. The training met my expectations.	4.49	Very satisfactory
2. I will be able to apply the knowledge learned.	4.65	Excellent
3. The training objectives for each topic were identified and followed.	4.60	Excellent
4. The content was organized and easy to follow.	4.63	Excellent
5. The materials distributed were pertinent and useful.	4.69	Excellent
6. The trainer was knowledgeable.	4.67	Excellent
7. The trainer met the training objectives.	4.59	Excellent
8. Participation and interaction were encouraged.	4.60	Excellent
9. Adequate time was provided for questions and discussion.	4.48	Very satisfactory

10. The training was very timely for my needs.	4.64	Excellent
11. The food served was very good.	4.62	Excellent
12. The venue was appropriate for the training.	4.47	Very satisfactory
13. I am satisfied with the Training/Service/Program Aailed.	4.71	Excellent
Grande mean	4.60	Excellent

Legend:0.50-1.50= Poor;1.51-2.50= Fair;2.51-3.50= Satisfactory;3.51-4.50= Very satisfactory; 4.51-5.50= Excellent

CONCLUSIONS AND RECOMMENDATIONS

The study has the following conclusions:

1. The Face-to-Face Learning with result demonstration was the “always” preferred extension teaching method before the COVID-19 pandemic. E-learning, modules, IEC, instructional materials, mobile applications and Interactive Computer Assisted Modules were used during the COVID 19 pandemic implementation.
2. The program implementation encountered “slightly serious problems.”
3. The students have acquired “adequate competency” in the program that enables them to pass the National Assessment. The students have an “excellent” evaluation of the JDVP implementation from trainers, objectives, facilities & venue, and experience.

This study recommends that aside from the NC assessment, the training institution may devise a performance appraisal report to evaluate the students. Further, the Extension Unit may conduct similar

programs in other Public High Schools offering TVL specializations.

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