

RESEARCH ARTICLE

A knowledge-based material in juvenile delinquency for community learning campaigns

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ABSTRACT

There is a growing concern of juvenile delinquency in the Philippines, particularly among vulnerable youth exposed to poverty, violence, peer pressure, and a lack of proper guidance. Despite existing legal frameworks and educational programs, there remains a significant gap in accessible, community-based learning resources that specifically tackle juvenile delinquency in a culturally and socially relevant manner. This mixed-method study developed a knowledge-based material in juvenile delinquency in the Philippine context for community learning campaigns. Evaluators ($n=357$), such as practitioners, administrators, and instructors, were purposively sampled from higher education institutions (HEIs) in Eastern Visayas, Philippines. Among them, interviews ($n=15$) were also conducted to extract in-depth perceptions about the suitability, feasibility, and applicability of the proposed community learning material. Practitioners, administrators, and instructors consistently rated the material as very good in areas such as objectives, content, creativity, organization, and instructional activities. Notably, instructors gave higher ratings across most criteria, particularly in objectives and content, suggesting that the material aligns well with academic standards and classroom applications. In addition, the material was rated very good in terms of its suitability, feasibility, and acceptability, showing its pedagogical value and relevance in both academic and community-based settings. The material was also acknowledged for its social relevance, especially in addressing contemporary youth challenges such as peer pressure, lack of mentorship, and exposure to systemic issues like poverty and violence. Using community learning materials could serve as a transformative educational tool—not only enhancing knowledge but also building civic awareness and preventive action among young learners and communities.

Keywords: awareness; community learning; juvenile delinquency; learning material

1. Introduction

Juvenile delinquency is a complex and sensitive issue involving minors who often lack full awareness of their actions, making them more prone to conflict^[1]. Its causes cannot be traced to a single factor but rather stem from a strong relationship between psychological, sociological, and environmental influences. Classical approaches focus on family, peers, education, and social context, while contemporary views also consider the effects of technology, social media, and globalization.

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According to the United Nations Children's Fund (UNICEF), over 50,000 Filipino youths have been arrested and incarcerated since 1998, with common offenses including robbery, theft, solvent abuse, and even murder. Data from the Department of Social Welfare and Development (DSWD) shows that the highest percentage of offenses (46.96%) were committed by youths aged 15 to 17, followed by those aged 18 and above (19.05%), 10 to 14 years old (9.17%), and children aged 5 to 9 (0.64%)^[2].

Research shows that young people from families with low education, income, and job status are more likely to be involved in juvenile delinquency^[3,4]. Poverty can increase stress on both children and caregivers, weakening their social bonds and raising the risk of delinquent behavior^[5]. This aligns with general strain theory, which suggests that life stressors and blocked goals can lead to antisocial behavior^[6], and the control theory, which argues that weak social bonds and lack of commitment to societal norms contribute to delinquency^[7].

Education is essential in shaping youth behavior and preventing juvenile delinquency, which is often marked by impulsivity, imitation, and sudden actions driven by both internal and external factors^[8]. The social education environment significantly influences the moral development, values, and behavior of minors, directly and indirectly shaping their psychological growth through schools, communities, and media exposure^[9]. As media dissemination evolves in the digital age, minors are increasingly exposed to harmful content promoting violence, materialism, and hedonism through books, magazines, and online platforms^[10]. These negative influences can undermine the positive impact of education, emphasizing the need for a strong, value-oriented educational system to counteract harmful social messages and support the holistic development of at-risk youth^[11].

Community learning is an inclusive and participatory educational approach that takes place within local communities, aiming to address the specific learning needs of individuals across all age groups^[12]. For example, community learning centers are designed to offer nonformal education and informal learning opportunities to members of the community, with the goal of enhancing literacy, developing life skills, and improving employability^[13]. Unlike the traditional classroom setting, these centers provide flexible and learner-centered environments that cater to diverse needs and schedules, making education more accessible to out-of-school youth, adults, and marginalized groups^[12,14]. They also serve as hubs for community engagement, offering workshops, vocational training, and awareness programs that address pressing social issues, such as health, environmental sustainability, and social justice^[15-17].

This paper primarily focused on the development of a learning material on juvenile delinquency in the Philippines, specifically designed for use in community learning initiatives. Generally, learning handouts provide students with additional knowledge, enhancing their understanding of course material^[18]. Similarly, Khotimah and Hastuti^[19] reported that students who are exposed to handouts as instructional materials showed improved cognitive learning outcomes, critical thinking, and process skills compared to those who did not. To be effective, handouts should include engaging content and visually appealing elements, such as colors and images, to attract students and support learning^[20].

Providing access to quality information in the community could lessen the prevalence of juvenile delinquency. Hence, a knowledge-based material was developed to disseminate information juvenile delinquency in the Philippines to common citizens and students. Community learning models emerged as a prominent strategy for enhancing educational access and promoting lifelong learning within local communities, especially in bridging educational disparities in geographically isolated areas. The learning material for community learning processes wanted to empower communities, particularly students and

ordinary citizens, with the awareness and understanding necessary to recognize and respond to risk factors associated with youth offenses.

2. Objectives

This study developed and validated a socially relevant community learning material on juvenile delinquency in the Philippines for use in criminal justice awareness campaigns. Specifically, it sought to answer the following questions.

1. How effective is the proposed community learning material on juvenile delinquency for use in criminal justice awareness?
 - 1.1. Objectives
 - 1.2. Content
 - 1.3. Activities
 - 1.4. Style of Presentation
 - 1.5. Organization
 - 1.6. Creativity
2. How suitable, feasible, and acceptable is the proposed community learning material on juvenile delinquency in the social and academic setting?
3. What are the perceptions of practitioners, administrators, and instructors about the quality and practicality of the proposed community learning material for juvenile delinquency?

3. Literature review

This paper developed a learning material addressing juvenile delinquency in the Philippines, with the aim of helping to reduce its increasing prevalence. In recent times, juvenile delinquency has emerged as a significant social issue, involving minors who engage in criminal activities. This phenomenon poses serious concerns for social stability and the overall development of young individuals, particularly in relation to their personality formation and integration into society^[21]. Juvenile delinquency is commonly understood as the commission of offenses by children or adolescents, which has become an increasing source of concern in various contexts affected by social challenges and economic hardship^[22].

Juvenile delinquency is influenced by multiple interrelated factors. Family-related causes include lack of parental supervision, conflict, neglect, and broken homes, all of which can disrupt a child's emotional development and increase the likelihood of criminal behavior^[22,23]. Individual influences, such as peer pressure and the need for acceptance, can drive youth toward delinquent acts, especially when parental guidance is absent^[24]. School-related factors like poor academic performance, lack of discipline, bullying, and disengagement also contribute to youth misbehavior. Lastly, socio-economic conditions can also affect the likelihood of an adolescent to engage in criminal acts; children in impoverished communities may resort to crime out of necessity or lack of alternatives, though access to education and basic needs can mitigate these risks^[25].

Republic Act No. 9344 defines Children in Conflict with the Law (CICL) as individuals aged above 15 but below 18 who are alleged or found to have committed offenses under Philippine law. To uphold restorative justice, law enforcement, with the support of social workers, must conduct counseling, family conferences, and conciliation to implement diversion programs. Aligned with United Nations Sustainable

Development Goal 16, this approach promotes peace, justice, and effective institutions, highlighting the importance of rehabilitation centers in reducing recidivism and supporting the reintegration of CICL into society^[26].

Family- and community-based interventions have proven effective in lowering repeat offenses among youth, including those involved in serious and violent crimes^[24]. For example, cognitive education is important in helping adolescents develop self-regulation, enabling them to control impulses, manage psychological conflicts, and make balanced decisions in social situations^[27]. Cognitive biases—such as exaggerating negative information, hostile interpretations of others' actions, and external attribution—often contribute to juvenile delinquency^[28]. To address this, schools and families must recognize and correct these biases through strategies like information provision and cognitive reconstruction^[29]. Providing complete, contextual information helps reduce misjudgments, while cognitive reconstruction reshapes negative thinking patterns into positive ones through scene-based or transferential techniques, promoting healthier decision-making.

Empirical evidence indicates that crime prevention programs in India are effective. A quasi-experimental study by the Indian Council of Social Science Research showed that students exposed to a guided crime prevention curriculum were 30% less likely to engage in aggressive behavior and developed a better understanding of ethical conduct^[30]. These quantitative results suggest that consistent, focused education on criminal behavior helps students become more responsible citizens with improved impulse control and ethical awareness. Supporting this, a qualitative case study in Mumbai found that short-term exposure to crime prevention through situational activities and role-playing enhanced students' ability to resist negative peer pressure and articulate their values more confidently, demonstrating lasting improvements in their social skills and interpersonal effectiveness^[31].

Because cognition is essential in making effective and reasonable decisions, this paper proposes the use of community learning material for educating juvenile delinquency. Learning materials are systematically organized content designed according to the curriculum to support independent learning^[32]. They include resources used by teachers or students that convey knowledge, skills, and attitudes necessary for developing specific basic competencies^[33].

Learning materials serve as key tools to make knowledge concrete, and while some can be adapted, many contexts require custom-designed content^[34]. The role of the instructional designer involves identifying learning gaps, analyzing student needs, and creating targeted, effective materials using instructional design models. This ensures that learning materials are not only informative but also engaging, relevant, and aligned with pre-stated learning objectives, ultimately leading to more impactful learning experiences for youth at risk of juvenile delinquency. In this context, learning materials can integrate values education, decision-making skills, and real-life scenarios to help students critically reflect on their behavior and the consequences of their actions. Such materials can promote empathy, resilience, and social responsibility—key traits in preventing delinquent behavior.

4. Methods

4.1. Learning material

The learning material developed in this study was grounded in the existing criminology curriculum implemented in the Philippines. The primary goal of this material is to support the achievement of quality learning set forth by the Commission on Higher Education (CHED), such as equipping individuals with essential knowledge, skills, and values. These include the ability to conduct research on crime, criminal

behavior, victims, and offenders; uphold human rights and victim welfare; demonstrate proficiency in law enforcement administration and the criminal justice system; apply forensic science in criminal investigations; and understand the principles of criminal law, evidence, and procedures^[36]. The curriculum also includes the rehabilitation and reintegration of offenders into society^[37].

Table 1 presents the components of the learning materials. Knowledge-based learning is an educational approach that describes the systematic acquisition and application of factual information, concepts, and principles within a specific subject area^[38]. Unlike skills-based learning, which focuses primarily on practical abilities, knowledge-based learning prioritizes building a strong foundation of essential content that learners can use to understand more complex ideas, make informed decisions, and solve real-world problems^[39].

Table 1. Component of the knowledge-based learning material for juvenile delinquency.

Chapter Title	Description	Topics Covered
Chapter 1 – Overview of Criminology	Introduces the foundational concepts, purpose, and scope of criminology as a field of study.	Criminology Defined Divisions/Components of Criminology Purpose of Criminology Goals of Studying Criminology Various Studies and Sciences Related to Criminology Agencies and Sectors Associated to Criminology Nature of Criminology Scope of Criminology Major Areas of Study in Criminology Criminologist Defined Practice of Criminology Defined Privileges Given to Certified Criminologists Career Opportunities for Criminology Graduates Review Questions
Chapter 2 – Schools of Thought in Criminology	Explores the different philosophical and theoretical foundations that shaped criminological thought.	Classical Criminology Neoclassical Criminology Positivist Criminology Biological Positivism Sociological Positivism Comparison of Classical and Positive Criminology Lacassagne School Chicago School Review Questions
Chapter 3 – Criminal Etiology	Discusses the origins and causes of criminal behavior from biological, psychological, and sociological perspectives.	Definition of Criminal Etiology Earlier Explanations of Criminality Biological Explanations of Criminality Family Studies Twin Behavior Studies Adoption Studies The XYY “Supermale” Studies Physiognomy Phrenology Physiology or Somatotype Physical Defects and Crimes Psychological and Psychiatric Explanations of Criminality

Chapter Title	Description	Topics Covered
		Psychoanalytic Theory Personality and Crimes Mental Disturbances and Crimes Intelligence and Crimes Cognitive Theory Behavioral Theory Sociological Explanations of Criminality Social Learning Theory Social Control Theory Conflict Theory Social Reaction Theory Social Structure Theories Geographical Factors Other Sociological Causes of Crimes Other Factors of Crime Causation Review Questions
Chapter 4 – Crime Concepts	Provides fundamental concepts on crime and its classification, causes, and social impact.	Definition of Crime Elements of Crime When Does Crime Exist? Distinction Between Crime and Sin Distinction Between Crime and Immorality Why Must Members of Society Be Interested in Crimes? Advantages of the Existence of Crime Crime Typologies General Categories of Crime Legal Classification of Crimes Criminological Classification of Crimes Other Classes of Crimes Classification of Criminals Measuring Crimes Review Questions
Chapter 5 – Victimology	Examines the study of victims, their roles, and experiences in the context of crime.	Definition of Victimology Goals of Victimology General Classes of Victims (von Hentig) Psychological Types of Victims (von Hentig) Victim Types (Mendelsohn) The Nature of Victimization Victim Characteristics Types of Characteristics That Increase the Potential for Victimization Who Fear Crime? Theories of Victimization Psychological Effects of Victimization Services Provided to Victims Review Questions
Chapter 6 – Introduction to	Introduces the concept, development, and application	Origins of Law Definition of Law

Chapter Title	Description	Topics Covered
Criminal Law	of criminal law, with emphasis on the Philippine legal system.	Definition of Criminal Law Goals of Law Ideal Characteristics of Criminal Law Development of Criminal Law A Brief Study of Philippine Criminal Law Sources of Philippine Criminal Law Characteristics of Philippine Criminal Law The Revised Penal Code Parts of the Revised Penal Code Basic Maxims in Criminal Law Theories in Criminal Law Application of Philippine Criminal Law Distinguishing Felony, Offense, Misdemeanor, and Crime Felonies Elements of Felony Committed by Deceit or Dolo Distinction between Intentional and Culpable Felony Who Shall Have Criminal Liability? Circumstances Affecting Criminal Liability Justifying Circumstances Exempting Circumstances Mitigating Circumstances Aggravating Circumstances Alternative Circumstances Who are Criminally Liable? Review Questions

Table 1. (Continued)

4.2. Research design

This mixed-method study evaluated the proposed instructional material in juvenile delinquency in terms of objectives, contents, activities, style of presentation, organization, and creativity and in terms of its suitability, feasibility and acceptability. Mixed methods research is an approach that integrates both quantitative and qualitative methodologies to provide a comprehensive and holistic understanding of a given problem or phenomenon^[40]. This method is often combined with comparison involving measurements, classifications, interpretation and evaluation^[41]. This study is inherently descriptive, which aims to understand the feasibility of an approach before it is implemented in academic and social settings^[42,43]. Specifically, this paper gathered quantitative data through close-ended surveys and integrated these findings with the findings from qualitative analysis to provide understanding about the application of the proposed instructional materials in academic and social settings.

4.3. Participants and sampling

Two (2) groups were chosen as respondents using purposive and random sampling procedure. These groups were composed of 211 practitioners/administrators in the criminology profession and 146 criminology instructors of the different HEIs in Eastern Visayas who were currently teaching juvenile delinquency during the conduct of the study, including those who had previously taught the said subject. Key variables were considered such as their place of assignment, sex, civil status, age, educational attainment, and length of service. Participants who completed the questionnaire were subsequently asked about their

willingness to participate in a one-on-one interview. Among the 357 individuals involved in the first phase, 15 consented to be interviewed. **Table 2** presents the distribution of the number of participants based on the key variables or their demographics.

Table 2. Number of participants according to demographics.

Characteristics	n	Percent(%)
<i>Place of Assignment</i>		
Calbayog	39	10.92
San Jorge	15	4.20
Catarman	47	13.17
Naval	28	7.84
Tacloban	101	28.29
Ormoc	45	12.61
Abuyog	19	5.32
Tolosa	17	4.76
Maasin	24	6.72
Sogod	22	6.16
<i>Sex</i>		
Male	258	72.27
Female	99	27.73
<i>Civil Status</i>		
Single	84	23.93
Married	253	72.08
Widowed	8	2.28
Separated	6	1.71
<i>Age</i>		
21-25 years old	46	12.89
26-30 years old	69	19.33
31-35 years old	68	19.05
36-40 years old	43	12.04
41-45 years old	32	8.96
46-50 years old	54	15.13
51-55 years old	24	6.72
56-60 years old	15	4.20
61-65 years old	5	1.40
66 years old and above	1	0.28
<i>Educational Attainment</i>		
Bachelor's Degree	256	71.71
Master's Unit	48	13.45
Master's Degree	21	5.88
Doctoral Units	9	2.52

Characteristics	n	Percent(%)
Doctoral Degree	23	6.44
<i>Years in Service</i>		
5 years and below	100	28.01
6-10	83	23.25
11-15	56	15.69
16-20	34	9.52
21 -25	42	11.76
26 – 30	27	7.56
31 - 35	9	2.52
36 - 40	3	0.84
41 years and above	3	0.84

Table 2. (Continued)

4.4. Instrumentation

A validated instrument was utilized in this study with three sections. The Section One gathered the respondents' demographic profiles, like their place of assignment, sex, civil status, age, educational attainment, and length of service. Section Two focused on the evaluation of the proposed instructional material in juvenile delinquency, assessing six key criteria: objectives, contents, activities, style of presentation, organization, and creativity. Section Three assessed the extent of feasibility, suitability, and acceptability of the instructional material. Prior to full implementation, the instruments were reviewed by a panel of experts (a criminal justice professor, a curriculum development specialist, and an educator/social lawyer), revised accordingly, and pilot-tested in Eastern Visayas to ensure clarity, ease of administration, and efficient data tabulation. Reliability testing yielded a Cronbach's alpha of 0.89 (Section Two) and 0.86 (Section Three), indicating high internal consistency and instrument validity.

4.5. Data collection

Initially, formal permission to conduct the research was sought from the appropriate authorities through a written letter of request. Subsequently, a master list of respondents was prepared, categorized according to type and geographical area. The survey questionnaires were then administered to the identified respondents based on their respective categories and locations. For respondents located in remote areas, the questionnaires were administered online, along with online interviews to facilitate data collection. Upon completion, the accomplished questionnaires were collected, organized, and reviewed.

4.6. Data analysis

This study applied descriptive statistical methods to analyze the data. Numerical analyses were conducted using Jamovi version 2.5.4. To determine the quality of the proposed instructional materials, the weighted mean was calculated and interpreted descriptively. Responses collected through a Likert scale were assigned numerical weights, enabling descriptive interpretation of the mean scores (Table 3).

Table 3. Descriptors for mean intervals.

Mean Interval	Description	Interpretation
4.20 – 5.00	Excellent	The instructional material thoroughly meets the intended objectives and aligns well with learners' needs, curriculum standards, and educational goals.
3.40 – 4.19	Very Good	The material adequately addresses learning objectives and is appropriate for the target learners and context, with minor areas for improvement.

Mean Interval	Description	Interpretation
2.60 – 3.39	Good	The material partially fulfills objectives but requires significant adjustments to better align with learners' needs and curriculum expectations.
1.80 – 2.59	Fair	The material does not sufficiently meet learning objectives and may not effectively support educational progress.
1.00 – 1.79	Poor	The material fails to align with educational goals, curriculum, and learners' needs, making it inappropriate for instructional purposes.

Table 3. (Continued)

Qualitative data was used to describe the perceptions of the evaluators, which provided in-depth understanding about the applicability and limitations of the proposed material for juvenile delinquency in the Philippines. Thematic analysis with inductive method was conducted to investigate the quality of instructional materials. Reflexive thematic analysis was carried out to generate themes from the responses of the participants. Reflexivity emphasizes the role of researchers in shaping the final interpretation of the data^[44]. Reflexive thematic analysis recognizes and incorporates it as part of the analytic process, rather than aiming to eliminate subjectivity^[45]. Braun and Clarke^[46] framework emphasizes the nature of reflective thematic analysis, wherein researchers continuously refine their understanding by revisiting earlier phases, as illustrated in **Figure 1**. The analysis started with the generation of descriptive codes, which were systematically characterized into interpretive themes, to uncover meaningful patterns and relationships within the participants' narratives^[47]. An inductive approach was employed in this study to reduce potential biases and ensure that the analytical process remained firmly rooted in the empirical data. Through inductive thematic analysis, codes and themes were derived directly from the data, enabling the researcher to progress from specific observations to broader conceptual insights without the imposition of pre-established frameworks^[48]. This method ensured accuracy of the findings in capturing the participants' viewpoints strengthening the overall validity and reliability of the results^[49].

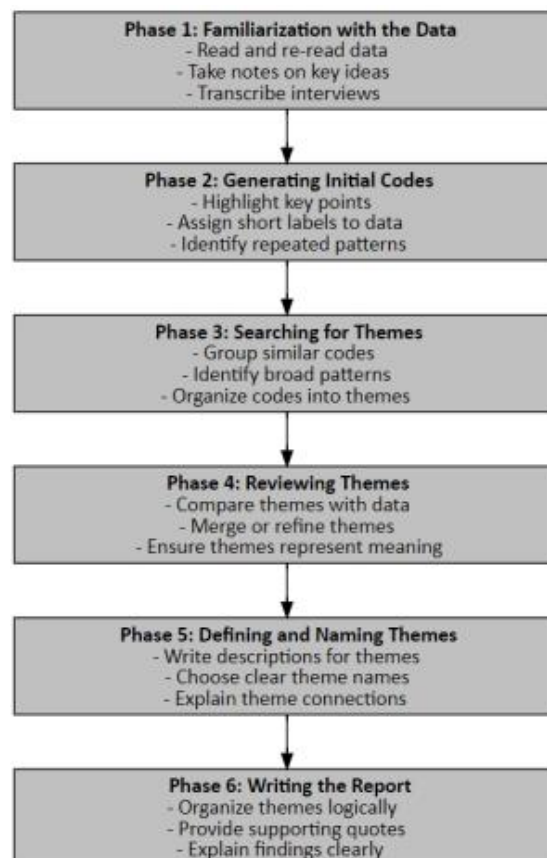


Figure 1. Workflow of thematic analysis.

5. Results

Objective 1: How effective is the proposed community learning material on juvenile delinquency for use in criminal justice awareness campaigns?

Table 4 presents the summary of the calculated weighted mean for the quality and effectiveness of the community learning material on juvenile delinquency in the Philippines. As presented in the table, practitioners and administrators rated the learning materials as Very Good in objectives (M=4.11, SD=0.42), content (M=4.03, SD=0.39), activities (M=3.96, SD=0.44), style of presentation (M=3.98, SD=0.40), organization (M=3.99, SD=0.41), and creativity (M=4.01, SD=0.43). In contrast, the instructors rated the instructional materials as Excellent in objectives (M=4.33, SD=0.36), content (M=4.40, SD=0.35), activities (M=4.21, SD=0.38), and creativity (M=4.21, SD=0.37), while Very Good in style of presentation (M=4.14, SD=0.39) and organization (M=4.14, SD=0.40). Generally, the learning material on juvenile delinquency in the Philippines was rated Excellent in objectives (M=4.20, SD=0.40), and Very Good in content (M=4.18, SD=0.38), activities (M=4.06, SD=0.41), style of presentation (M=4.04, SD=0.39), organization (M=4.05, SD=0.40), and creativity (M=4.09, SD=0.42).

These findings highlight the potential of the material to serve as an effective instructional tool for raising awareness and understanding of juvenile delinquency in both formal education and community learning environments. Likewise, the alignment between the evaluations of practitioners and instructors showed its quality, relevance, and applicability in different educational contexts.

Table 4. Summary statistics of the effectiveness of the learning material.

Variable	Practitioners/ Administrators		Instructors		Overall Mean	Interpretation
	Mean (\bar{x})	Interpretation	Mean (\bar{x})	Interpretation		
Objectives	4.11	Very Good	4.33	Excellent	4.20	Excellent
Content	4.03	Very Good	4.40	Excellent	4.18	Very Good
Activities	3.96	Very Good	4.21	Excellent	4.06	Very Good
Style of presentation	3.98	Very Good	4.14	Very Good	4.04	Very Good
Organization	3.99	Very Good	4.14	Very Good	4.05	Very Good
Creativity	4.01	Very Good	4.21	Excellent	4.09	Very Good
Overall Mean	4.01	Very Good	4.24	Excellent	4.10	Very Good

Description: 4.20 – 5.00 (Excellent); 3.40 – 4.19 (Very Good); 2.60 – 3.39 (Good); 1.80 – 2.59 (Fair); 1.00 – 1.79 (Poor)

Objective 2: How suitable, feasible, and acceptable is the proposed community learning material on Juvenile Delinquency in the social and academic settings?

Table 5 presents the summary for the calculated weighted mean for the suitability, feasibility, and acceptability of the proposed learning material. For practitioners and administrators, the learning material was rated Very Good for its suitability (M=4.03, SD=0.38), feasibility (M=4.03, SD=0.40), and acceptability (M=4.03, SD=0.39) in social and academic settings. For instructors, the learning material was also rated Very Good for its suitability (M=4.07, SD=0.37) and feasibility (M=4.04, SD=0.36), and Excellent for its acceptability (M=4.22, SD=0.35) in social and academic settings.

This implies that the content not only aligns well with instructional objectives and available resources but is also highly engaging, relevant, and acceptable for teaching and learning practices about juvenile

delinquency. The higher acceptability score from instructors may reflect a greater appreciation of the pedagogical value, usability, and alignment with classroom realities.

Table 5. Summary statistics of the suitability, feasibility, and acceptability of the learning material.

Evaluation Criteria	Practitioners/ Administrators		Instructors		Overall Mean	Interpretation
	Mean (\bar{x})	Interpretation	Mean (\bar{x})	Interpretation		
Degree of Suitability	4.03	Very Good	4.13	Very Good	4.07	Very Good
Degree of Feasibility	4.07	Very Good	4.11	Very Good	4.04	Very Good
Degree of Acceptability	4.07	Very Good	4.22	Excellent	4.13	Very Good

Description: 4.20 – 5.00 (Excellent); 3.40 – 4.19 (Very Good); 2.60 – 3.39 (Good); 1.80 – 2.59 (Fair); 1.00 – 1.79 (Poor)

Objective 3: What are the perceptions of practitioners, administrators, and instructors about the quality and practicality of the proposed community learning material for juvenile delinquency?

Theme 1: Alignment with Educational Goals

During the interview sessions, some recognized the instructional material as a comprehensive and relevant resource that encapsulates the fundamental challenges associated with juvenile delinquency. It aligned with the pedagogical objectives of community-based education programs, particularly in promoting values such as accountability, decision-making, and legal awareness among youth.

“The material clearly reflects the core issues surrounding juvenile delinquency. It’s aligned with what we aim to teach young people about accountability, choices, and the law. I believe it meets the educational goals we set in our community outreach programs.”

In addition, some noted that the content is multidimensional, effectively covering the behavioral tendencies, psychological conditions, and legal implications associated with juvenile delinquency. This enhances its utility in preventive education efforts, positioning the material as a valuable tool in institutional interventions targeting at-risk youth populations.

“From a policy and curriculum standpoint, the objectives of this material are on point. It addresses the behavioral, legal, and psychological aspects of juvenile delinquency that are essential in our prevention campaigns.”

“The lessons and activities are structured to match our learning competencies. It doesn’t feel like just another module—it connects the students’ real-life experiences with the goals of civic and moral education.”

Some also emphasized its capacity to communicate both the juridical and socio-cultural consequences of juvenile offenses. This emphasis on legal accountability and societal impact reflects a holistic approach to the topic. This balance of pragmatism and academic value enhances the material’s credibility and utility across different learning environments, including formal schooling and community awareness programs.

“What stood out for me was how well the objectives match what we want people to understand—not just the legal consequences, but also the social impact of juvenile offenses. It’s practical and educational at the same time.”

Theme 2: Social Relevance

Most showed an appreciation for the material’s capacity to address the multifaceted challenges confronting contemporary youth. The respondent highlights its responsiveness to psychosocial and legal dimensions such as peer influence, inadequate mentorship, and informational deficits. These issues are

critical risk factors in juvenile delinquency, thus validating the material's relevance in raising awareness and fostering informed decision-making among learners

“This material is timely and socially relevant, especially with the increasing visibility of youth-related offenses in our community.”

“It directly tackles issues that young people face today—peer pressure, lack of guidance, and limited access to proper information about legal consequences.”

“What makes the material effective is how it mirrors the real-life struggles of today's youth. It doesn't just present facts; it presents situations that are relatable and provoke meaningful conversations among learners.”

The instructional content was perceived as a catalyst for collective introspection on systemic issues contributing to youth delinquency. The material was credited for showing community-level discourse on socio-economic determinants—such as poverty, familial instability, and environmental exposure to aggression—which reinforces its practical value in both formal and informal educational settings.

“The content resonates well with the current social landscape. It engages both students and community members in reflecting on the root causes of juvenile delinquency, like poverty, family problems, and exposure to violence.”

“It speaks the language of the youth and addresses societal gaps that are often overlooked in mainstream education—making it not just educational, but also transformative.”

6. Discussion

Instructional materials include systematically arranged resources—such as textbooks, modules, handouts, models, audio, and interactive tools—that support students in mastering competencies and aid the teaching-learning process^[50]. These materials assist teachers in classroom instruction and are most effective when aligned with the curriculum and skillfully prepared by instructors^[51].

This paper developed an instructional material that discusses juvenile delinquency in the Philippines. The research and development of teaching materials for research and methodology courses aim to enhance student knowledge by aligning content with their learning needs. Teaching materials make learning more meaningful by connecting new information to existing knowledge, leading to a deeper understanding of the subject^[52,53].

One of the most important components of any learning material is its objectives. Evaluators noted that the objectives for juvenile delinquency learning material “*[matches] what we want people to understand—not just the legal consequences, but also the social impact of juvenile offenses.*” This explains their positive sentiments towards the clarity and effectiveness of the objectives, as it was able to frame the concept of juvenile delinquency. Having well-defined learning objectives offer clear guidance for both students and teachers throughout the teaching and learning process^[54]. Novia, Mawardi and Suryani^[55] believed that clear learning objectives serve as a guide that provides direction and learning benefits for learners, enabling them to master the material and apply knowledge across various contexts.

Another notable component of the learning material was its content. Evaluators thought that the content “*...resonates well with the current social landscape. It engages both students and community members in reflecting on the root causes of juvenile delinquency, like poverty, family problems, and exposure to violence.*” Content received the second-highest rating among the components of the learning material, as evaluators

recognized its effectiveness in highlighting the growing concern of juvenile delinquency in the country and in presenting strategies to address and mitigate its impact. Learning materials are essential in supporting learners throughout the learning process, as they serve as comprehensive sources of knowledge and can be easily designed to align with students' developmental needs^[56]. In the case of discussing juvenile delinquency, content enables people to learn about the root causes of it and take actions when needed.

Evaluators rated the instructional materials for juvenile delinquency as suitable, feasible, and acceptable in social and academic settings. The development of this material is significant as it can offer support to individuals who are at risk of engaging in criminal behavior. For example, Christian and Adams^[57] conducted a qualitative analysis about describing the experiences of adolescents obtaining a high school diploma or equivalent in a juvenile correctional facility in Pennsylvania. Their findings highlighted the essential role of accessible assistance for students, particularly in correctional education settings, where resources like one-on-one tutoring can significantly enhance learning outcomes. Consequently, the quality of this learning material could help adolescents learn about the legal, social, and psychological consequences of juvenile delinquency, build critical thinking about their choices, and encourage positive behavior change. It could serve as a tool by promoting civic responsibility, resilience, and self-awareness, which are crucial in guiding at-risk youth away from criminal involvement and support them to have more productive life paths.

Essentially, practitioners and curriculum developers should consider expanding the material to include localized case studies and narratives that reflect the lived realities of Filipino youth. This could build engagement and contextual understanding. Also, integrating interactive components such as role-plays, reflection journals, or digital simulations may increase learner participation and retention of key concepts, especially among at-risk youth. Third, the inclusion of interdisciplinary perspectives—drawing from psychology, sociology, and law—can provide a more comprehensive analysis of juvenile delinquency and its critical roots.

It is important to consider training modules for instructors and facilitators to ensure the material is delivered consistently and with cultural sensitivity. Finally, collaboration with community stakeholders such as parents, social workers, and law enforcement could strengthen the material's impact by promoting collective accountability and coordinated intervention strategies. These enhancements would not only improve its instructional quality but also reinforce its utility as a tool for preventive education and social transformation.

7. Conclusion

This study developed an instructional material for juvenile delinquency in the Philippines. Practitioners and administrators rated the material as very good in its objectives, content, activities, style of presentation, organization, and creativity. Meanwhile, instructors rated objectives and content as excellent, with slightly lower but still strong ratings in presentation and organization. Regarding suitability, feasibility, and acceptability, both groups of evaluators rated the learning material as very good. The interview responses supported these results, with participants highlighting the alignment of the material with educational goals, its comprehensiveness in addressing legal, psychological, and behavioral components of juvenile delinquency, and its contextual relevance. The material was commended for reflecting real-life challenges, promoting civic values, and initiating critical discussions on systemic issues such as poverty and violence.

However, there are some limitations that need to be considered. The limitations of the study included the narrow scope of participants, which was limited to practitioners, administrators, and instructors directly involved in criminal justice or education. This may limit the generalizability of the findings to other contexts

or wider populations such as parents, students, or law enforcers. In addition, the study relied on self-reported perceptions and did not include longitudinal or empirical measures of the material's impact on behavior or knowledge retention among learners, which could be explored in future research.

Conflict of interest

The author declares no conflict of interest.

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