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The Relationship between Factors and Understanding Levels of Technical and Vocational Education among Juvenile Offenders at Juvenile School, Henry Gurney, Melaka

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Abstract

This Technical and Vocational Education (TVET) centered skills training is seen to be able to be a remedial measure for students who have problems and are left behind in their studies while also preventing this from continuing to happen and can also prove the effectiveness of Technical and Vocational Education(TVET). The study took place at Henry Gurney School, Telok Mas, Melaka (SHG). The issue that highlighted were the quality of education in juvenile school is not equivalent, limitations of relations with external agencies, social integration of juvenile offenders and index teenagers number involved in juvenile offenses is at an alarming rate. By using quantitative approach, questionnaires has been distributed to a total of 63 juvenile offenders who have been in SHG custody for a period of 2 years and above through simple random sampling. Data from the findingsof the study are explained well in the descriptive analysis. The overall understanding factor scores above 4.00 indicates a very good evaluation. The descriptive analysis explains the data for the level of understanding. It shows that the overall level of understanding is > 4.00, which indicates that the evaluation is very good. Pearson Correlation inference analysis is used to study the relationship between factors and the level of understanding after a normality test where the data is found normal and can be performed parametrically. Ultimately, the study's implications include offering a perspective that highlights the elements that have been identified for the SHG teaching staff and teachers dealing with troublesome students. This will enable them to approach the situation more closely, examining the factors and comprehension levels of these students while also addressing the issue through PTV skill training.

1. Introduction

Technical and Vocational Education and Training (TVET) is seen as a significant driver for global economic growth. Nations such as Germany, with robust TVET programs, serve as exemplary models for other nations. For instance, in 2017, the World Bank approved a credit loan of RM 274.05 million (60 million USD) to support

Nepal's TVET program, enhancing the skilled workforce in the labor market (World Bank Group, 2017). Similarly, developed and developing countries like Portugal and Spain have also established TVET programs inspired by Germany's success (Mohd Nawi & Mohd Anuar, 2023). In Malaysia, TVET has been in place for decades, starting with Vocational College Secondary Schools. The Malaysian TVET system is rapidly evolving to meet various industry needs. As part of the Malaysia Education Blueprint (Higher Education) 2015–2025, the government aims to increase TVET enrollment to 650,000 students by 2025 (Mohd Nawi & Mohd Anuar, 2023). TVET also plays a role in sustainability, aiming to enhance and maintain the quality of life for future generations (Minghat et al., 2013). It is hoped that TVET can be a catalyst for economic advancement, particularly for the youth. Additionally, TVET helps address moral decay among its participants, primarily the youth. Initiatives like moral rehabilitation programs and the Noble Character Appreciation Campaign are examples of efforts to tackle social issues and juvenile delinquency. Institutions like the Malaysian Prison Department and the Department of Social Welfare run these rehabilitation programs, offering academic, extracurricular, and vocational training to juveniles (Mahmood et al., 2017). The government is trying to offer technical education and vocational training to Malaysian youth to produce competent workers by establishing schools and technical institutions throughout the country (Mohd Nawi & Mohd Anuar, 2023). As an effort to increase the competitiveness of workers in the global market, national workforce planning needs to take into account professional fields as well as workforce with TVET knowledge and skills (Mohd Nawi & Mohd Anuar, 2023). Through this TVET skills training is also able to move a generation towards a more sustainable generation as has been implemented in many producing countries such as Germany and Japan.

Based on the perspective of a worldwide point of view, there are differences in the quality of Technical and Vocational Education in all juvenile rehabilitation centers around the world. In various countries, skills development programs in juvenile schools vary in quality, and this is influenced by various things, including education policy, facility management, and rehabilitation methods (Zabel & Nigro, 2007). An effective skills development program will use a holistic approach and prioritize social skills, and mental health in addition to technical skills (Zabel & Nigro, 2007). Furthermore, the ability and skills of instructors are important to determine the quality of the program, ensure that educators have a positive influence on juvenile offenders and provide effective teaching (Miner-Romanoff, 2014). The curriculum must be flexible and relevant, and the program must be constantly updated to meet the needs of the job at the same time as a continuous monitoring and evaluation system is important to measure the effectiveness of the program and adapt it to individual needs (Miner-Romanoff, 2014). A restorative approach, which focuses on the rehabilitation and reintegration of juvenile offenders into society through positive skill development and behavioral change, is a quality component to effective skill development (Miner-Romanoff, 2014).

The convenience of a more interactive education is also something that is often different around the world. This is due to the fact that countries such as the United States have taken the lead in this aspect with the development of the ‘e-learning system’ against juvenile offenders as well as against the rehabilitation of prisoners (Sander et al., 2011). To increase the motivation and involvement of juvenile delinquents, an interactive approach involves the use of technology, active involvement, and practical learning. The integration of technology and the ‘e-learning’ platform allows access to interactive educational resources such as online courses, educational applications, and e-learning modules that can be adapted to meet the educational needs of juvenile offenders in the moral rehabilitation institution (Sander et al., 2011). There is a solid foundation for meaningful learning when it comes to relevant educational materials, which include relevant skills in real life (Chung et al., 2011). In addition, interactive educational programs can focus on improving technical skills that meet the demands of the job market, better preparing students to enter the world of work (Chung et al., 2011). Juvenile offenders can also improve interpersonal skills and use knowledge in real situations by using problem-based and collaborative learning approaches.

The job market industry also helps the competence of these juvenile offenders in collaboration with this moral rehabilitation institution (MacNeill, 2021). Industry involvement in curriculum planning and preparation can increase program marketability and relevance. In addition, MacNeill, (2021) also added that, an approach with the use of mentors and industry mentors can help juvenile delinquents understand the demands of the work world by offering personal guidance and support. As is the case in the United Kingdom where the industry has carried out coaching cooperation and job opportunities for young prisoners in the remaining few months of their sentences (MacNeill, 2021).

1.1 Problem Statement

The scenario of TVET among juvenile offenders in Malaysia and other countries reveals several key issues. First, the quality of education in juvenile schools is not equivalent to that in regular schools due to differences in curriculum, limited resources, and challenges faced by teachers in terms of qualifications and skills (Ross, 2015; Hassan et al., 2019). Second, juvenile schools have limited access to digital learning methods like e-learning, which could benefit offenders if aligned with rehabilitation goals and designed to be engaging and accessible (Siikarla, 2023; Long, 2010). Third, there is a lack of collaboration with external industries, due to inadequate

training programs and exposure to industrial demands, young offenders' skill levels upon release make reintegration into society difficult (Brown et al., 2002). Lastly, the curriculum should balance skill development with the holistic growth of juvenile offenders, focusing on their social and intrinsic development. Allowing them to choose projects that match their interests and talents can enhance their motivation and vocational skills (Csikszentmihalyi & Larson, 1978; Shafi, 2019). Addressing these issues is crucial for the sustainability of TVET in juvenile rehabilitation centers, such as the Henry Gurney School in Malaysia, where a significant number of youths are involved in criminal activities. Effective TVET programs can play a vital role in their rehabilitation and reintegration into society.

1.2 Objective

There are three objectives in the study. The objectives of this study is to ÷

1. Identify factors that influence the understanding on Technical and Vocational Education among juvenile offenders at Henry Gurney School, Telok Mas, Melaka.
2. Identify the level of juvenile offenders' understanding of Technical and Vocational Education at Henry Gurney School, Telok Mas, Melaka.
3. Identify the relationship between undertanding factors and the level of understanding of Technical and Vocational Education among juvenile offenders at Henry Gurney School, Telok Mas, Melaka.

2. Methodology

The methodology is carried out on a study to obtain information to achieve the objectives of the study which employ quantitative surveys. Data collection involves distributing surveys to juvenile offenders, teachers, and administrators to assess education quality, digital learning access, and industry connections. Stratified random sampling will ensure diverse representation for surveys and data analysis by using descriptive and inferential statistics to identify trends in quantitative data. Ethical considerations include obtaining informed consent, ensuring anonymity and confidentiality, and adhering to guidelines for research with targeted population .

2.1 Research Design

In this study, the design of the survey aims to help the researcher to obtain the information and data analysis required in this study. The design of this case study is a quantitative approach that uses the questionnaire as for the surveys. The study design will also add to the overall scope of the findings and enable further comparative analysis (Creswell, 2021). The type of case study method is to use the distribution of questionnaires to identify the factors and levels of understanding of Technical and Vocational Education and to use Pearson's Correlation analysis of the relationship between factors of understanding and levels of understanding that affect the performance evaluation of juvenile offenders while proving the effectiveness of the implementation of Technical and Vocational Education at Henry Gurney School, Telok Mas, Malacca. The experimental procedure flowchart in Figure 1 outlines the step-by-step process by obtaining and analyzing the results.

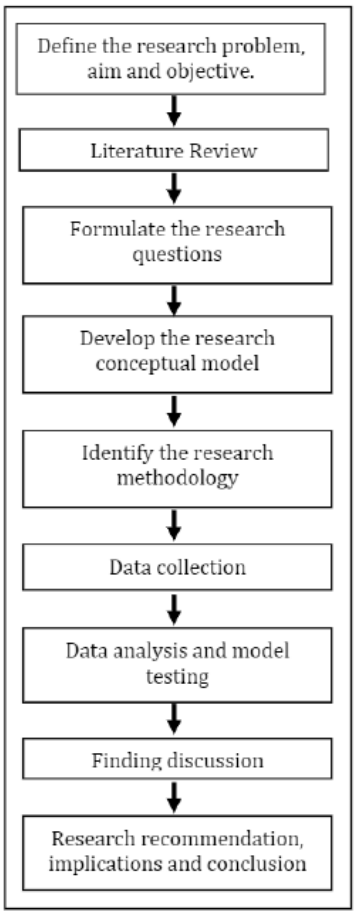

Fig 1 *Research Procedure*

2.2 Research Instrument

The questionnaire consists of four sections:- Section A (Demographics), Section B (Factors Understanding on Technical and Vocational Education at Henry Gurney School), and Section C (Level of Understanding at Henry Gurney School). The items in this survey are measured using a 5-point Likert Scale to assess respondents' tendencies toward the questions . The 5-point Likert Scale was chosen because it is easy to understand, especially for student behind their studies, making it suitable for juvenile offenders at Henry Gurney School. This scale also helps save time for the researcher when administering the survey to each respondent (Croasmun & Ostrom, 2011).

The study aims to identify the understanding on Technical and Vocational Education modules base on the performance of juvenile offenders at Henry Gurney School, Telok Mas, Melaka. It seeks to determine the factors influencing juvenile offenders' understanding of the SHG curriculum implementation, assess their understanding of practical workshop training at Henry Gurney School. A well-constructed questionnaire can be a valuable source of information for the study (Cockburn, 1996). Based on the population (N) = 75, referring to the Krejcie and Morgan (1970) sample size determination, sample (S) = 63 respondent from that particular school (SHG) are being taken for the survey.

Table 1 *Total Offenders for Population (N) and Sample (S)*

Total	Numbers of Population (*N*)	Numbers of Sample (S)
Targeted Juvenile Offenders Group: Offenders more than 2 years period of detention	75	63

Table 2 *Distribution of Questionnaire Items*

Section	Aspect	Total Item
A	Respondent Demographic Information	
	• Gender	4
	• Age	
	• Level of Education	
	• Duration Period in SHG	
B	Factors Understanding of Juvenile Offenders	
	• Interactive Learning Methods	9
	• Instructor Competence	9
	• Psychological Support (Intrinsic)	9
C	Level of Understanding Workshop Training	
	• The practical level of the workshop	9
	• Level of problem solving ability	9

2.3 Data Analysis Method

The analysis method in this study is using descriptive analysis and inferential analysis. Descriptive analysis using the interpretation of the mean score where in the questionnaire in Part B, to identify the factors of juvenile offenders' understanding of Technical and Vocational Education skills training by using mean score to identify the factors. The same is the case with the determination of the items in the questionnaire in Part C, to identify the level of understanding of juvenile offenders towards the Practical Training Workshop where the mean analysis is still used by using the interpretation of the mean score as the level of understanding of juvenile offenders at this Henry Gurney School. All data that has been collected were analysed by using IBM Statistical Package for Social Science (SPSS) to process the findings. This research study also being conducted using Statistical Package for Social Science (SPSS), and the researcher had manually enter the collected data from the respondents into the SPSS software. This will help the researcher in processing, measuring and calculating the complexity of quantitative data, and it will also reduce the amount of time the researcher has to spend to evaluate the results. However, to answer the third research objective and question, Pearson Coefficient Analysis is being used to determine the relationship between understanding factors and the level of understanding that affects performance in the implementation of Technical and Vocational Education at SHG . Once the normality and homogeneity tests are done, it is possible to perform the Pearson Coefficient Analysis . Following the results of the r-value calculation in the Statistical Package for Social Science (SPSS), the findings pertaining to this association have been identified, and the conclusion can be put into practice to address the third study's goal.

3. Results and Discussion

The outcomes of a pilot research and a full study were used to determine the data analysis results. The order in which the different research questions were presented determined how the study results were organised. Presenting the sample's demographic details and the analysis of the questionnaire is the first phase. Then identifying the Factors Understanding of Technical and Vocational Education at Henry Gurney School and Level of Understanding in Workshop Practical Training at Henry Gurney School. After that, it measure the correlation between those two variable

3.1 Demographic Analysis

The study conducted consisted of 63 juvenile offenders from Henry Gurney School, Telok Mas, Melaka in April 2024. Of the 63 respondents, 55 people with a percentage value of 87.3% were male respondents while 8 people with a percentage value of 12.7% were female respondents. The results of the analysis show that the total number of male respondents is more than female respondents. The results of the analysis show that the number of offenders aged 19-21 years old (65.1%) is more than 16-18 years old (33.3%) and 13-15 years old (1.6%). The results of the analysis show that the number of offenders at the middle level of education in Forms 1-3 (44.4%) is more than other categories of education level. Out of 63 respondents, 63 people with a percentage value of 100% are respondents in the category of detention period of 2 years and above.

Table 3 *Demographic of Sample*

Section	Demographic Factors	Frequency (n)	Percentage (%)
Sex	Male	55	87.3
	Female	8	12.7
Age Offenders	13-15 years old	1	1.6
	16-18 years old	21	33.3
	19-21 years old	41	65.1
Level of Education	Standard 1-3	1	1.6
	Standard 4-6	7	11.1
	Form 1-3	28	44.4
	Form 4-5	27	42.9
Duration in Juvenile	2 years and more	63	100
	1 month – 6 month	0	0

3.2 Analysis on factors affecting the understanding of Technical and Vocational Education among juvenile offenders at Henry Gurney School, Telok Mas, Melaka

Descriptive analysis shows that the factors affecting the understanding of Technical and Vocational Education among juvenile offenders is interpreted as high for each factor. As for the first factor which is interactive learning methods, it shows the highest overall mean score at (4.32), followed by instructor competence (4.30) and psychological support (4.29). It shows that all factors are reliable and could be taken for school implementation towards juvenile offenders.

Table 4 *Mean Score of Factors Understanding*

Construct	Overall Mean Value	Interpretation
Interactive Learning Methods	4.32	High
Instructor Competence	4.30	High
Psychological Support	4.29	High

3.3 Analysis of Juvenile Offenders' Understanding Level Regarding the Implementation of Technical and Vocational Education at Henry Gurney School, Telok Mas, Melaka

Descriptive analysis indicates that the level of understanding of Technical and Vocational Education among juvenile offenders is interpreted as high for each factor. As for the first level, which is the practicality level of the workshop, it shows the highest overall mean score at (4.26), followed by level of problem-solving ability (4.20). Based on the mean score, it defines that the level of understanding for juvenile offenders is at high state and should be considered in curriculum implementation

Table 5 *Mean Score of Level Understanding*

Construct	Overall Mean Value	Interpretation
The practical level of the workshop	4.26	High
Level of problem-solving ability	4.20	High

3.4 Analysis on the relationship between factors and the level of understanding of Technical and Vocational Education among juvenile offenders at Henry Gurney School, Telok Mas, Melaka

This study also aims to identify the relationship between understanding factors and the level of understanding to influence the performance of juvenile offenders in undergoing Technical and Vocational Education skills training conducted at Henry Gurney School, Telok Mas, Melaka. Pearson's correlation shows the relationship between interactive learning methods, instructor competence and psychological support with the level of practicality of the workshop. In addition, there is also a relationship between interactive learning methods, instructor competence and psychological support with the level of problem-solving ability of juvenile offenders at Henry Gurney School, Telok Mas, Melaka. Pearson's correlation is used to study the relationship between two interrelated variables. The number used in this study can be verified from any value from -1.00 to +1.00. It is possible and reliable to determine whether the correlation is positive or negative by simply looking at the rates as in the table. Based on the level of the correlation table by Sugiyono (2013), the coefficient correlation of more than 0.80 to 1.0 can be categorized as very strong, the coefficient correlation between 0.60 – 0.79 is on a strong indication. Then, the coefficient between 0.40 to 0.59 is indicated as a moderate level, while the coefficient between 0.20 to 0.39 is calculated as a low correlation rate where when the coefficient correlation is less than 0.20 it shows a very low correlation. Based on the table, it shows that the relationship between the interactive learning method and the practical level of the workshop is on (r= 0.507**, p > 0.01). Therefore, the correlation rate expresses a simple relationship between two variables, namely the rate of interactive learning and the level of practicality of the workshop.

Based on the table, it shows that the relationship between the instructor's competence and the practical level of the workshop is at (r= 0.485**, p > 0.01). Therefore, the correlation rate expresses a simple relationship between two variables, namely the instructor's competence and the level of practicality of the workshop. Based on the table, it shows that the relationship between psychological support and the level of practicality of the workshop is at (r= 0.632**, p > 0.01). Therefore, the correlation rate expresses a strong relationship between two variables, namely the instructor's competence and the level of practicality of the workshop. Based on the table, it shows that the relationship between interactive learning methods and the level of problem-solving ability is at (r= 0.578**, p > 0.01). Therefore, the correlation rate expresses a strong association between two variables which are interactive learning methods and the level of problem-solving ability.

Based on the table, it shows that the relationship between the instructor's competence and the level of problem-solving ability is at (r= 0.374**, p >0.01). Therefore, the correlation rate indicated a low relationship between two variables, namely the instructor's competence and the level of problem-solving ability. Based on the table, it shows that the relationship between psychological support and the level of problem-solving ability is at (r= 0.452**, p >0.01). Therefore, the correlation rate expresses a simple correlation relationship between two variables, namely psychological support and the level of problem-solving ability.

Table 6 *Pearson Correlation between Factors Understanding and Level Understanding*

Section	Factors of Understanding	The Practical Level of the Workshop	Level of Problem-Solving ability
1	Interactive Learning Method	0.507	0.578
2	Instructor Competence	0.485	0.374
3	Psychological Support	0.632	0.452

3.5 Discussion

All the data obtained were analyzed with the purpose by identifying the mean score value on the understanding factor and the level of understanding of Technical and Vocational Education skills training implemented at Henry Gurney School, Telok Mas, Melaka. After that there is a relationship through Pearson's Correlation Analysis where the confirmation of the understanding factor is related to the level of understanding and will result in the implementation of Technical and Vocational Education skills training that being implemented at Henry Gurney School, Telok Mas, Melaka. The understanding factor of Technical and Vocational Education showed a high level of understanding of Technical and Vocational Education at Henry Gurney School, Telok Mas, Melaka. The results of the inferential analysis show that the null hypothesis is rejected, which is that there is a significant relationship between the understanding factor and the level of understanding for the implementation of Technical and Vocational Education at Henry Gurney School, Telok Mas, Melaka.

Overall data analysis indicates that the factors influencing juvenile offenders' understanding of Technical and Vocational Education (TVET) at Henry Gurney School, Telok Mas, Melaka include interactive learning methods, teacher competency, and psychological support. All factors scored high mean values (> 4.00), demonstrating excellent influencing factors. Tan et al. (2019) state that interactive learning enhances social skills, communication, and self-understanding through active engagement. Hendriarto et al. (2021) highlights that understanding involves capturing, interpreting, and organizing information meaningfully. The offenders indicated the importance of interactive learning methods, including teacher-student responses, intensive individual and group activities, problem-based learning, collaboration, and the use of Information and Communication Technology (ICT). Nagamuthu et al. (2019) supports this, noting that interactive learning promotes critical thinking, collaboration, and concept comprehension. Teacher competency is crucial, encompassing the ability to apply skill training, understand student abilities, integrate ICT, and maintain good teacher-student relationships, all scoring high mean values. Robinson (2009) affirms that teacher competence includes adapting to various learning styles, creating an inclusive environment, and using educational technology. Hadhari (2013) adds that teachers must have the skills and knowledge to handle diverse situations.

The analysis indicates that the effectiveness of Technical and Vocational Education (TVET) implementation among juvenile offenders at Henry Gurney School, Telok Mas, Melaka is primarily influenced by their understanding of practical workshop activities and problem-solving abilities. Practicality in education, which includes inclusive approaches and addressing juvenile needs, is crucial for helping them grasp the benefits of practical training (Kamal Rafedzi et al., 2013; Azizi Hj Yahaya, Yow Kiaw Geok, 2004). Both factors scored high mean values (> 4.00), indicating excellent understanding levels. The importance of practical workshop activities, including simulations, 21st-century teaching methods, teacher and student responses, and end-of-session evaluations, was emphasized. Practical learning is essential for real-world application (Azizi Hj Yahaya, Yow Kiaw Geok, 2004). Additionally, problem-solving abilities, such as self-directed, group, and demonstration-based problem-solving, effective learning concepts, and problem-based learning, significantly influence understanding and TVET implementation. High mean scores (> 4.00) reflect the importance of these abilities, although slightly lower than practical workshop activities. Problem-solving begins with challenging activities and conceptualization linked to real experiences (Razzaq et al., 2014; Othman et al., 2008). Active engagement in understanding problems is crucial for positive change among juvenile offenders (Hassan & Minggo, 2022).

The study shows that there is a significant relationship between interactive learning methods and the practicality of workshop activities among juvenile offenders at Henry Gurney School, Telok Mas, Melaka. The Pearson correlation value indicates a positive and moderate relationship. This supports the findings of Yusof et al. (2022) that Technical and Vocational Education and Training (TVET) for juvenile offenders helps equip them with necessary skills for societal reintegration. There is also a moderate positive relationship between teacher competence and workshop practicality. This suggests that the ability of teachers to apply skills training, understand student abilities, use Information and Communication Technology (ICT), and maintain good teacher-student relationships is crucial. Additionally, a strong positive correlation exists between psychological support and workshop practicality. Froiland et al. (2012) noted that psychological support can boost student confidence and create intrinsic rewards through positive feedback, which is essential for the effectiveness of TVET. The study also finds a significant relationship between interactive learning methods and problem-solving abilities. This supports Othman et al. (2008) who suggested that problem-solving activities allow students to implement their solutions and try new methods. There is a weak positive relationship between teacher competence and problem-solving abilities. Robinson (2009) highlighted the importance of teachers adapting to various learning styles, creating inclusive classroom environments, and utilizing educational technology. Lastly, a moderate positive relationship has existed between psychological support and problem-solving abilities. Tracey & Hanham (2017) stated that recognizing juvenile offenders' achievements can enhance their confidence and intrinsic motivation, demonstrating that psychological support significantly impacts their problem-solving skills.

4. Conclusion

Overall, the study found that the factors influencing the understanding of juvenile offenders at Henry Gurney School (SHG), Telok Mas, Melaka, including interactive learning methods, instructor competence, and psychological support. These factors are crucial for ensuring effective skill training. High mean scores for workshop practicality and problem-solving abilities indicate that hands-on, real-world project involvement significantly aids juvenile offenders' comprehension. The study also shows significant relationships between understanding factors and levels of understanding, supporting the effectiveness of Technical and Vocational Education and Training (TVET) at the school. Notably, psychological support strongly correlates with workshop practice, while other factors show moderate positive relationships. Improving the relationship between instructor competence and problem-solving ability is recommended for future enhancement. The implication of this study is to be able to provide a point of view emphasizing the aspects that have been identified for the teaching staff at SHG as well as the teachers who are faced with the problem of problematic students to be able to face the situation in a closer look at the factors and level of understanding specific to these students as well as being able to curb the matter through skills training in TVET. The effectiveness of skills training through the application of factors and the level of understanding can also be seen based on the effects of this study. The researcher hopes that the suggestions presented can help other researchers to develop the results of the study and more deeply and beneficially in the future. It is hoped that this study will be able to provide useful information especially for the moral rehabilitation institute as well as for the current prime for teachers who deal with the problems of problematic students through Technical and Vocational Education in their respective schools.

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Conflict of Interest

The authors declares that there is no conflict of interest regarding the paper's publication.

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