

## Effective learning among Malaysian juveniles: Key elements for success



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### ABSTRACT

Effective learning is crucial for helping young people gain knowledge, skills, and overall development. This study aims to identify key factors necessary for effective learning in rehabilitation schools for juveniles. A constructivist grounded theory (CGT) approach was employed to gain a deeper understanding. Fifteen teachers, three administrators, and five education experts participated in the study using purposive sampling. Data was collected via in-depth interviews with these participants. The thematic analysis revealed four main themes essential for effective learning among juveniles: teachers (qualifications, teaching methods, and attitudes), juveniles (emotions and interest in learning), rehabilitation schools (administrator support and learning facilities), and community (support from families and assistance from governmental and non-governmental organizations). This research highlights the elements that all stakeholders need to address to ensure effective learning for juveniles, aligning with their growth needs. Unlike previous studies, this paper focuses on the essential components of effective juvenile learning in the Malaysian context, aiming to fill this research gap.

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### 1. Introduction

Based on statistics for Malaysia, individuals under the age of 18 form a fairly large group within the national population, numbering 10.5 million (DSM, 2020). Therefore, the government should pay attention to this under-18 category, which also includes juveniles, as part of efforts to help and support their development and growth so that they can make contributions to the country in the future.

A progressive nation is an educated nation. Therefore, all countries need to provide fair educational opportunities to all members of society, including younger people who are involved in crime, as the statistics are worrying (Zakaria et al., 2022; Bakar et al., 2023). The involvement of younger people in crime may cause them to be placed in rehabilitation schools and referred to as juveniles. In the legal context in Malaysia, placement in a rehabilitation school is based on certain provisions of the Child Act 2001 (KPWKM, 2006). Within this

act, a 'child' is defined as an individual below 18 years of age. The Child Act 2001 is a specific piece of legislation that confers protection upon children, a term that refers to individuals under 18 years of age (KPWKM, 2006). Thus, in line with the provisions outlined in this statute, the Malaysian government established rehabilitation schools in which individuals within this age range would be placed.

Currently, Malaysia has nine rehabilitation schools under the supervision of the Department of Social Welfare (DSW), and these schools are separated by gender. They aim to not simply detain juveniles but also, more importantly, provide education and skills training so that they become useful members of society. To achieve this goal, skills workshops and academic classes are provided. Malaysia is arguably committed to transforming juveniles through the establishment of special schools for them (Bakar et al., 2023).

Apart from the Child Act 2001 serving as a reference point, the National Child Policy (NCP) also functions as a guide to help juveniles. The NCP has several objectives, one of which is to ensure that children have the right to enjoy holistic development in terms of physical, cognitive, language, socioeconomic, character, and spiritual growth. One way to facilitate this holistic development is through the provision of proper education (Chin and Ahmad, 2020).

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Indeed, education plays a key role in educating individuals and expanding their potential. It can occur formally, non-formally, and informally. No matter the medium, education brings considerable benefits to the intellectual, spiritual, emotional, and physical growth of individuals. Therefore, high-quality education must be given to juveniles in rehabilitation schools. The practice in Malaysia has been that such juveniles are given the opportunity to attend academic lessons as well as classes that teach skills because the government realizes the importance of such education to juveniles (Che Ramli, 2021).

A literature review on juvenile education further found that countries other than Malaysia also prioritize providing education to juveniles. The type of education provided depends on the needs of the juveniles. Similarly, in the country near Malaysia, which is Indonesia, juvenile detention centers in this country provide academic classes and skills classes to ensure that juveniles are equipped with academic knowledge and the latest skills (Kurniaty et al., 2021; Prayitno et al., 2023). Meanwhile, the provision of reading classes aims to help juveniles who do not know how to read.

In Australia, juveniles are not excluded from getting a second chance to increase their knowledge and skills in order to compete with their peers when they are released from detention (Clancey et al., 2020). Among the initiatives of the Australian authorities is to provide education as soon as teenagers are placed in detention centers for criminal offenses (Ewing, 2021). The provision of learning opportunities aims to ensure that juveniles can acquire as much knowledge and skills as possible before being released (Ewing, 2021).

In other developing countries, such as the UK (Ahmed Shafi, 2020; Ahmed Shafi et al., 2021; Higgins, 2021) and the USA (Ochoa et al., 2021; Cavanagh, 2022; Hunter et al., 2022), they are also striving to provide perfect education to these juveniles. The form of education comes in various forms as long as it can benefit the group of juveniles (Shafi et al., 2023; Upton, 2023), who are mostly dropouts from the school system. For example, providing skills classes can equip juveniles with useful skills and knowledge to help them find employment in the future (Taylor, 2024).

In less developed countries, they also follow other countries in efforts to help juveniles by providing education opportunities (Ali and Taieb, 2021; Diriwari, 2023; Fufa et al., 2023). The goal of providing education and relevant skills can help them develop their potential to the fullest (Bosomprah, 2023).

Undeniably, through the provision of education, juveniles might obtain many benefits, such as enhanced knowledge (Wexler et al., 2018; Vandala, 2019; Hassan and Rosly, 2021) and upgraded skills (Utami et al., 2019; Hourani et al., 2020; Hassan and Rosly, 2021), while they would also be able to find work in the future (Nagamuthu et al., 2019; Hutwagner, 2021). Moreover, according to Newton

et al. (2018), Vandala (2019), and Mahlangu and Zivanai (2023), the provision of high-quality education can reduce the likelihood of juveniles returning to crime upon their release because they will be able to obtain permanent employment. Thus, effective, high-quality education needs to be provided to juveniles in rehabilitation schools.

However, the literature review on juveniles in rehabilitation schools sometimes referred as detention centers are said to suffer from certain problems, such as low intellectual levels (Chin and Ahmad, 2020; Engstrom and Scott, 2020; McGriff, 2021), a lack of motivation to study (Drury et al., 2020; Pytash and Kosko, 2021), dropping out of school (Somers et al., 2019), less-satisfactory performance (Someki, and Allen, 2021; Pytash and Hylton, 2022) and various other issues. Furthermore, juveniles of different academic levels and different ages are placed in the same class, which compounds the difficulties (Hutwagner, 2021). In addition, juveniles in rehabilitation schools frequently fall behind academically compared to their peers attending ordinary schools (Hutwagner, 2021).

Given that juveniles face various learning problems, as previously discussed, it is necessary to provide them with effective learning methods. To achieve this, it is essential to identify the key elements that require attention. Therefore, the objective of this study is to identify the elements that need attention to provide effective learning for juveniles.

When discussing the goal of providing effective learning for juveniles in rehabilitation schools, we often imagine it closely related to the element of teachers playing their role. However, the theory of functionalism sees that in order to achieve a goal, it requires the involvement of all elements in society to carry out their respective roles in accordance with proper expectations (Ballantine et al., 2022; Schaefer, 2023). Hence, this theory serves as the theoretical foundation for this study as it seeks to identify all the key elements that require attention and understand their respective roles in achieving the goal of facilitating effective learning for juveniles.

In general, the authors hope that findings from this study will provide all parties, such as school administrators, teachers, the Department of Social Welfare, and society, with important information for ensuring effective and meaningful learning can be enjoyed by juveniles.

From a research perspective, most Malaysian researchers concentrate on learning issues among students in regular schools. This study, however, will add to the existing knowledge by introducing a constructivist grounded theory (CGT) approach, specifically focusing on juvenile learning in rehabilitation schools.

CGT is a qualitative research design. However, what distinguishes CGT from other qualitative study designs is that the literature review should not be too in-depth regarding the scope of the study because it is feared that it will affect the researcher in the process of data collection and analysis

(Charmaz, 2014; Creswell and Poth, 2018). Therefore, this introduction briefly and generally discusses the literature on juvenile education and related learning problems to align with the CGT framework. The next section of this paper will explain the details of our research methods.

## 2. Methods

### 2.1. Research design

The nature of the research objective meant that constructivist grounded theory (CGT) was considered the best research design choice. This enabled the researchers to identify the elements needed for effective learning in empirical data that had been systematically collected and analyzed. Moreover, CGT is more focused on social phenomena within society (Flick, 2018), so it aligns with the scope of this research, which was to explore juveniles' learning as a social phenomenon.

Furthermore, this research design enabled the research issues to be explored from the perspectives of various participants (teachers, rehabilitation school administrators, and education experts), all of whom had a solid understanding of the issues (Flick, 2018). Furthermore, the opportunity was available to explore the topic in a natural setting, specifically rehabilitation schools, as recommended by Flick (2018) and Chun Tie et al. (2019). Using CGT, the research findings were obtained from interviews with participants who all had a deep understanding of the issues being researched (Charmaz, 2014).

Thus, CGT was chosen as the analytical framework for the research as it focuses on privileging the voices of research participants and would provide a realistic depiction of what occurs at rehabilitation schools concerning juvenile learning. This study, which started in early October 2022 and ended in December 2023, involved various main steps, such as constructing the research instruments (semi-structured interview questions), obtaining permission from the Department of Social Welfare, and conducting data collection and analysis for the study.

### 2.2. Study locations and participant selection

The study locations were three rehabilitation schools, described here as rehabilitation schools A, B, and C. The actual names of the schools have been kept confidential for reasons of research ethics (Creswell and Poth, 2018). The residents of rehabilitation school A were female juveniles, while male juveniles were the residents of rehabilitation schools B and C. The practice in Malaysia is to separate juveniles at rehabilitation schools according to gender. Although referred to as 'schools,' in reality, rehabilitation schools are quite different from ordinary day schools. They are distinguished by being located in enclosed gated areas, closely guarded, and not easily accessible by

the public. Rehabilitation schools are one example of the various institutions where adolescents can be placed for a set duration after being legally convicted of an offense in Malaysia. The selection of participants from these three schools was made through purposive sampling. This process involves selecting individuals based on criteria set by the researcher so that these participants would enable the research question to be effectively addressed (Creswell and Poth, 2018). The general criteria for the participants included obtaining a mix of genders and ethnicities, while participation in this research was voluntary. Moreover, a key criterion was the experience of the participants. For example, the teachers needed more than five years of teaching experience. The administrators also needed to have more than five years of experience in the administration field. The education experts also needed more than five years of experience in the field of education. Based on these criteria, the selected participants comprised 15 teachers, three rehabilitation school administrators, and five education experts. Teachers and administrators were selected because they are involved in various aspects of juvenile learning in schools. Meanwhile, the selection of education experts was important because they could provide in-depth information about the scope of the study from various theoretical perspectives. To ensure the study adhered to research ethics, the participants' real names have been kept confidential and replaced with codes. For example, the 15 teachers were coded as G1, G2, G3, up to G15; the three administrators were coded as P1, P2, and P3; and the five education experts were coded as E1, E2, up to E5. The researcher's name was substituted with the code Pk. All participants signed consent forms to indicate their agreement to participate in this research. In brief, before the research commenced, permission to conduct it was obtained from the Department of Social Welfare and Human Research Ethics Committee of Sultan Idris Education University. Both these steps - confidentiality and permission - form part of the ethics of carrying out any research.

### 2.3. Data collection, data analysis, and validity of research

In this research, in-depth interviews were used to collect data from the participants. During the interview sessions, semi-structured questions were used. These consisted of open-ended and pre-formulated questions but could be modified based on the participants' answers. According to Creswell and Poth (2018), probing questions might also be asked during interview sessions. As a result, the semi-structured interview approach was appropriate for the setting of this study in order to collect comprehensive and in-depth data from all the respondents through open-ended, thought-provoking questions. Before the semi-structured questions were used, they were shown to a panel of

experts for validation in terms of the accuracy of the content and the clarity of the questions.

All interview sessions were conducted face-to-face. To ensure data saturation, the researcher held repeated interviews, following Charmaz (2014). Additionally, the number of study participants was gradually increased, resulting in a total of 23 participants. In a CGT research design, data is continuously collected until saturation is achieved. Each interview session lasted between 60 and 90 minutes and was audio-recorded for transcription purposes. All interviews were manually transcribed for analysis.

The researcher used inductive thematic analysis, beginning with repeated readings of the transcripts, followed by generating codes and identifying sub-themes from recurring patterns. Finally, themes were developed from the collation of sub-themes. This inductive thematic analysis was conducted to ensure that the themes addressed the study's objective.

The validity of the study was established by triangulating data sources, which involved collecting data from participants representing different groups (teachers, administrators, and education experts). This approach aligns with Creswell and Poth (2018), who assert that involving diverse participants validates a study and provides a comprehensive understanding of the phenomenon. Additionally, a peer review was conducted, as recommended by Creswell and Poth (2018), to further enhance the study's validity. Colleagues of the researcher acted as reviewers, providing feedback on the research results.

### 3. Research results

The thematic data analysis revealed several important themes and sub-themes related to effective learning for juveniles. The main themes are teachers (their academic qualifications, teaching approach, and attitude), juveniles (their emotions and interests), rehabilitation schools (administrator support and learning facilities), and society (support from family members and assistance from government agencies or non-governmental organizations). Detailed research data will be presented in the following sections.

#### 3.1. Main theme 1: The element of teachers

##### 3.1.1. Sub-theme: Academic qualifications

One study participant emphasized the importance of teachers having proper qualifications, especially for those teaching academic classes.

G7: To achieve effective learning, teachers need professional qualifications. Training should be provided to ensure we have more professional teachers.

Pk: Do you mean professional education training is important?

G7: Yes, to make the teacher more professional.

Two education experts (E2 and E3) also stressed the importance of teachers having academic qualifications relevant to the subjects they teach.

E3: To me, a teacher's qualifications are important.

E2: A teacher's educational background and foundation are crucial for professional teaching.

##### 3.1.2. Sub-theme: Teaching approach

Education expert 3 (E3) also stated that to achieve effective learning, the teaching approach (pedagogy) must be interesting and suitable for juveniles.

Pk: What are the important elements for effective learning in juveniles?

E3: The style of delivery needs to be suited to the juveniles. We can use interesting pedagogy to engage the students.

Education expert 2 (E2) also mentioned the need for teachers to have knowledge about appropriate teaching approaches (pedagogy).

Pk: Do teachers need to have knowledge about pedagogy?

E2: Knowledge about pedagogy is important for teaching.

##### 3.1.3. Sub-theme: Attitude of the teacher

The findings showed that a teacher's attitude is also highly important when teaching juveniles. A good and caring attitude can positively influence learning by enhancing student interest. This is illustrated by excerpts from interviews with teachers G2 and G4.

Pk: Is it important for teachers to show a good attitude, such as showing concern?

G4: Yes, the teacher's attitude plays a role because the students here need affection. Sometimes, they want compliments and for us to show care and concern towards them.

Pk: So the teacher's attitude is important?

G2: Yes, it is important and necessary.

#### 3.2. Main theme 2: The element of juveniles

Meanwhile, the analysis revealed another theme: the juveniles themselves. This refers to their emotions and interest in learning. The following excerpts are from interviews with different participants.

##### 3.2.1. Sub-theme: Juveniles' emotions

Teacher 11 (G11) shared her perspective, saying that teachers must ensure the juveniles' emotions are stable and positive before starting a lesson, such as breadmaking.

Pk: Do you consider emotions important and influential in learning?

G11: Emotions need to be stable first, then learning can be enjoyable.

### 3.2.2. Sub-theme: Interest in learning

Teachers G4 and G6 stated that juveniles must show interest in learning to be effective.

Pk: If the juvenile is not interested, does that impact their learning?

G4: Yes, every resident needs to have interest to learn.

Pk: This question is about juveniles needing interest in effective learning. What are your views on this statement?

G6: That is correct.

Pk: Do you agree that juveniles need to have interest?

G6: Yes, if they don't have interest, learning won't happen.

### 3.3. Main theme 3: The element of rehabilitation schools

The interview data indicated another theme: the element of rehabilitation schools. This aspect is important for ensuring that juveniles in detention can enjoy effective learning. Detailed analysis revealed that this element consists of two sub-themes: administrator support and the learning facilities available at the school.

#### 3.3.1. Sub-theme: Support from administrators

An education expert (E3) and two teachers (G4 and G11) also believed that support from rehabilitation school administrators is crucial for effective learning among juveniles. Excerpts from their interviews are shown below.

E3: I think for effective learning, it not only depends on teachers, but administrators need to give support too so that learning can take place comfortably.

Pk: Is support from the school important to ensure effective learning?

G4: Yes, for example, the school administrator gives 100% support.

Pk: How has the support from the administration helped achieve effective learning?

G11: Administration support is important to support us.

Pk: In terms of support for effective learning, is the support from the administration needed?

G12: Yes, so far, everyone has been supportive, including the school administrators. Whatever we need, they provide. For example, if materials are insufficient, we just tell them, and they provide.

#### 3.3.2. Sub-theme: Learning facilities

According to other participants, including education expert E3 and teacher G4, learning facilities are essential for juveniles to learn better.

These facilities include reference books, internet access, and libraries.

E3: In terms of facilities, there must be resources for learning. There are reference books and internet facilities so that improvements can be made in education.

G4: Providing library facilities can help open their minds and support their learning.

### 3.4. Main theme 4: The element of society

A subsequent analysis of the data led to the identification of a fourth theme needed to foster effective learning among juveniles, the element of society. The key aspects of this are support from juveniles' family members and assistance from government agencies or NGOs. The following excerpts come from the data obtained in the interviews.

#### 3.4.1. Sub-theme: Support from juveniles' family members

Teacher G6 believes that support from juveniles' family members is necessary for better learning.

Pk: Do you think support from parents is important for effective learning?

G6: To me, it is important. Family support is the most crucial.

#### 3.4.2. Sub-theme: Assistance from government agencies/non-governmental organizations

Meanwhile, another teacher (G10) stated that support from government agencies is needed. For example, cooperation can be shown by granting skills training certificates to juveniles who learn certain skills at rehabilitation schools. This cooperation helps improve learning, with certificates recognized by MARA (Majlis Amanah Rakyat) and JPK (Jabatan Pembangunan Kemahiran).

Pk: What is important to ensure that the child's learning keeps improving?

G10: Here we work together to get certificates for these children, in cooperation with MARA and JPK. The certificates are important for the juveniles.

Additionally, a memorandum of understanding (MOU) was formed with the Construction Industry Development Board (CIDB) to support effective learning for juveniles, according to a rehabilitation school administrator (P3). The CIDB certificates help juveniles earn reasonable pay in future jobs.

P3: We send juveniles to CIDB. CIDB helps us by issuing skills certificates. These certificates help our children earn a minimum pay once they leave here.

Educational support is not limited to skills training; religious studies also need support from government agencies, such as JAKIM (Jabatan Kemajuan Agama Islam Malaysia).

G8: They conduct activities at the institution and outside. They contribute money and activities to conduct courses with JAKIM.

Pk: Do you think this is important for effective learning?

G8: Yes, it's important.

The views of several teachers and administrators in this study were supported by education expert E3, who stated that government support and financial assistance are necessary for the Department of Social Welfare (JKM) to provide facilities that benefit juveniles' learning.

E3: Financial support from the government and sufficient incentives are given to JKM. It's important to provide good facilities to assist the students' learning.

#### 4. Discussion

Based on this study, juvenile education appears to be closely linked to efforts to create effective learning for juveniles in rehabilitation schools. Therefore, it is important to identify the important elements that need to be considered so that effective learning can occur, which is the focus of this research. The thematic data analysis revealed various important themes, the first of which was the element of teachers, consisting of their academic qualifications, teaching approach, and attitude.

##### 4.1. Element of teachers (academic qualifications, teaching approach, attitude of teachers)

In the context of this study, the teachers' qualifications are very important, as reported by the participants. This study also showed that if teachers have the proper qualifications, they will be able to teach professionally. Such qualifications are important to ensure that effective learning takes place among students, as stated by various researchers (Ambussaidi and Yang, 2019; Mosbiran et al., 2021; Pedaste et al., 2019; Tapani and Salonen, 2019). If a teacher does not have suitable qualifications, the knowledge to be conveyed will not be delivered through high-quality teaching, according to the views of various scholars (Bettini et al., 2020; Gagnon et al., 2022; Larkin and Hannon, 2020; Dewey and Prohaska, 2021; Lailia Rahman et al., 2021). These opinions are consistent with the findings of the current study.

Apart from the need for teachers to have qualifications, their teaching approach also needs to be emphasized to ensure effective learning for juveniles. The teaching approach must suit the needs of juveniles so that they can learn effectively, as reported by this study and supported by previous studies (Larkin and Hannon, 2020; Singh and Azman, 2020; Pytash and Hylton, 2022; Githui et al., 2023; Patrie, 2023). The current study also showed that teaching approaches should be interesting to ensure juveniles understand the learning content, a finding concurrent with other authors (Litz et al., 2020). Furthermore, our study found that the teaching approach practiced by teachers should suit the needs of juveniles in order for them to achieve effective

learning. This is consistent with the statement that teaching approaches should be suitable to address the needs of learners (McGriff, 2021) and ensure they can benefit from high-quality learning (Engstrom and Scott, 2020; Pytash and Kosko, 2021).

Next, the current study proved that the attitude of teachers is also highly important when teaching juveniles. Displaying a good and caring attitude will enable the teacher to influence learning; for example, it can enhance interest. This finding is in parallel with several previous studies (Lubben, 2019; Flores et al., 2020; Karłyk-Ćwik, 2020). Indeed, teachers' attitudes, such as being understanding and caring, play important roles in helping students to learn better (Nagamuthu et al., 2019; Dewaele and Li, 2021; Rizkayani and Lesmana, 2023).

##### 4.2. Element of juveniles (emotions, interest in learning)

According to this study, the second key element in ensuring effective learning involved the emotions and interests of juveniles in the classroom. These findings are consistent with previous studies by Pino et al. (2019), Kohls et al. (2020), Kearley et al. (2021), and Dowdy et al. (2022). Additionally, works by Brackett et al. (2019), Shao et al. (2019), Ahmed Shafi et al. (2020), and Hoffmann et al. (2020) highlighted the importance of students maintaining stable emotions while learning. Undoubtedly, stable emotions during learning are crucial.

Next, the study also found that juveniles must display an interest in learning so that it can take place effectively. This finding is similar to the outcomes of research by Nagamuthu et al. (2019), Coker (2021), and Noorman and Brancale (2023). Moreover, other researchers have stated that if a student is interested in learning, he or she will become more focused on and committed to learning (Herpratiwi and Tohir, 2022; Arigiyati et al., 2023), and effective learning can take place as a result.

##### 4.3. Element of rehabilitation schools (administrator support, learning facilities)

The next aspect to consider based on the study findings is rehabilitation schools. When discussing these schools, it is important to focus on support from administrators and the quality of learning facilities.

This study proved that support from administrators is important in facilitating effective learning for juveniles. The school administrators involved in this study always provide various forms of support to meet the needs of juveniles and ensure that all the learning plans proceed smoothly. Thus, these findings support those obtained in previous research (Litz et al., 2020; Ngene, 2020; Dempsey et al., 2021; Gullede and Scheer, 2022; Benedick et al., 2023). A lack of complete administrator support will interfere with the process of learning (Litz et al., 2020; Doygunel and Koprulu, 2022; Kimutai et al., 2022).

Learning facilities are another factor that needs to be examined so that juveniles can learn better, as proven by our study. The issue of learning facilities has often been addressed in previous works (Vandala, 2019; Hassan and Rosly, 2021; Segalo and Sihlobo, 2021; Ahmed et al., 2022; Kajawo and Johnson, 2023), which have also identified obstacles to the provision of learning facilities for juveniles. However, this provision must continue to be delivered as effectively as possible in order to help juveniles.

#### **4.4. Element of society (support by juveniles' family members, assistance by governmental agencies/non-governmental organizations)**

The final element obtained from the research findings is society. In the context of this research, society refers to elements external to rehabilitation schools, comprising support from family members and other parties within society (government agencies/NGOs). The findings of this study indicate that family members undeniably give moral support to their children in rehabilitation schools, a point that aligns with works by other scholars (Low et al., 2018; Gan et al., 2019; Mowen et al., 2019; Mwangangi, 2019; Young and Hay, 2020). Even though families are external entities that are outside the rehabilitation schools, several prior studies have discussed how their support might ensure that effective learning can take place (Smith et al., 2019; Umaña-Taylor and Hill, 2020; Mahoney et al., 2021).

The element of society is not restricted to family, with our research findings also showing the need for assistance and support from government agencies and non-governmental organizations (NGOs). With the support of NGOs, juveniles' learning becomes more effective. Various previous studies concur with this (Wong and Tu, 2018; Ettah and Daru, 2019; Azam et al., 2021; Dempsey et al., 2021; King'ori et al., 2022), clearly placing the role of government agencies and NGOs in juvenile education. This role can be performed in various ways, such as providing financial assistance or arrangements for cooperation (memorandum of understanding), as long as juveniles can benefit from effective learning, as indicated in the current research findings.

Based on this discussion, effective learning is not only closely related to the teacher's element, but it also requires several other elements, as suggested by functionalist theory. Thus, the objective of assisting juveniles in learning effectively can be accomplished if attention is given to the elements discussed above.

#### **5. Conclusions**

This research was intended to identify elements that need attention if effective learning for juveniles is to be provided. One factor that triggered this study was the frequent reporting of problems regarding learning among juveniles, as detailed in the introduction. Therefore, this research provides insights into the elements that need to be addressed

(teachers, juveniles, rehabilitation schools, and society) in order to ensure effective learning is achieved by juveniles residing in rehabilitation schools. Researchers have yet to explore the elements needed for effective learning among juveniles in the Malaysian context, with this paper being the first attempt to do so.

Indirectly, these findings provide useful information for all parties in society, enabling them to play their roles in efforts to assist juvenile learning in rehabilitation schools. One important part is the Department of Social Welfare, which is responsible for improving the existing policies on juvenile education so that the potential of juveniles to grow is in line with their current needs. As with their peers who attend ordinary day schools, juveniles also have the right to the best possible learning opportunities.

In addition, teachers should use a variety of teaching methods and display a good attitude (i.e., being understanding and caring). Rehabilitation school administrators must provide ongoing support to ensure that juvenile learners can achieve their learning goals effectively. While family members, government agencies, and NGOs are not directly involved in rehabilitation schools, their support can greatly contribute to the success of juvenile learners. By focusing on these key elements, effective learning for juveniles can be achieved.

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#### **Compliance with ethical standards**

#### **Ethical considerations**

This study was conducted in accordance with ethical guidelines. Informed consent was obtained from all participants, and the research was approved by the Department of Social Welfare and the Human Research Ethics Committee of Sultan Idris Education University.

#### **Conflict of interest**

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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