

# Sufficiency and Utilization of Instructional Materials in the Teaching of Technical English 1 for Criminology Students in the Province of Capiz

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## Abstract

This study assessed the sufficiency and utilization of instructional materials in the teaching of Technical English 1 for Criminology students in selected higher education institutions in the province of Capiz during the academic year 2022–2023. Instructional materials are fundamental in improving teaching effectiveness and learning outcomes, serving as essential tools for lesson delivery, assessment, and student engagement (Tweimur & Chuimwei, 2015; Harwell, 2017; Heath, 2023). In the field of Criminology, Technical English 1 holds vital importance as it develops students' proficiency in technical report writing and legal documentation, necessitating specialized instructional resources aligned with law enforcement practices. Employing a descriptive research design, the study involved 19 respondents, 14 course facilitators and 5 librarians from Capiz State University, Filamer Christian University, HerCor College, and Colegio de la Purisima Concepcion. Statistical treatments using mean, frequency, and percentage revealed a significant insufficiency of instructional materials, with a majority of respondents reporting limited or unavailable resources. Correspondingly, utilization rates were low, establishing a direct relationship between material availability and instructional use. The findings emphasize the need for updated, comprehensive, and context-based instructional materials for Technical English 1. As a major outcome, this research resulted in the publication of *Technical English 1 for Criminology Students*, an instructional book officially endorsed through a Special Order by the University President for institutional adoption. The study recommends continuous review, development, and utilization of instructional resources, as well as training for facilitators to enhance Criminology instruction.

**Keywords:** Instructional materials, Technical English 1, Criminology Education

## Introduction

Instructional materials are essential tools that empower teachers to facilitate maximum student learning. They serve multiple purposes, allowing teachers to prepare lessons in advance, provide supplementary materials, and effectively assess students' progress (Baker, 2010; Harwell, 2013). Through acting as guides, these materials enhance teachers' ability to deliver subject matter effectively. While instructional materials bring vitality to the learning process and stimulate student engagement, they should be viewed as a means to an end rather than standalone entities (Kadzera, 2006, as cited by Tweimur & Chuimwei,

2015). Scholarly research emphasizes the crucial role of instructional materials as indispensable components of learning, highlighting their significant contribution to the successful implementation of a curriculum (Lockheed, 1991, as cited by Tweimur & Chuimwei, 2015; Tomal, 2010).

In the field of Criminology, Technical English 1 assumes great significance as it develops students' proficiency in technical report writing and legal documentation (Baker, 2010; Harwell, 2013; Nepal, 2015). While English teachers are often assumed to be best suited to teach this subject due to reports being written in English, the objective extends beyond improving language proficiency. Technical English 1 delves into legal forms, requiring specialized knowledge possessed by technical writers in law enforcement (Okobia, 2011). It is imperative for students to receive structured guidance to write clear and legally accurate reports (Dhakal, 2014; Knowles, 1996).

The inspiration for this research stems from the pivotal role of updated and substantial instructional materials in teaching. Studies have shown that the availability, sufficiency, and accessibility of instructional resources significantly influence teaching quality and student learning outcomes (Baker, 2010; Tweimur & Chuimwei, 2015; Harwell, 2013). This study investigates whether the lack of or outdated materials for Technical English 1 posed challenges for facilitators in maximizing learning experiences for Criminology students in Capiz during the academic year 2022–2023. The study aims to assess the sufficiency and utilization of instructional materials, focusing on two main research questions: (1) What is the percentage of sufficiency of instructional materials in Technical English 1? and (2) What is the frequency of utilization of instructional materials in Technical English 1? By addressing these questions, this study seeks to provide insights into the current state of instructional materials in Technical English 1 and guide the development of improved resources tailored to the needs of Criminology students (Heath, 2023; Panday, 1998).

## Methodology

This study utilized a descriptive research design, which is commonly used to systematically describe a population, phenomenon, or situation without manipulating variables (Heath, 2023). Descriptive research enables the identification of patterns and relationships in teaching and learning practices, and it is suitable for examining the sufficiency and utilization of instructional materials (Baker, 2010; Harwell, 2013).

The respondents consisted of all course facilitators handling Technical English 1 and all librarians working in higher education institutions offering the BS Criminology program. These included Capiz State University, Dayao Satellite College (1 librarian and 5 facilitators), Capiz State University, Dumarao Satellite College (1 librarian and 2 facilitators), Filamer Christian University (1 librarian and 1 facilitator), HerCor College (1 librarian and 4 facilitators), and Colegio de la Purisima Concepcion (1 librarian and 2 facilitators). The total population comprised 19 respondents, 14 course facilitators and 5 librarians. Total population sampling was used, as the sample equals the population (Sugiyono, 2007).

A structured survey questionnaire was used to gather data regarding the availability and frequency of use of specific instructional forms integral to Technical English 1. The questionnaire listed 18 instructional materials commonly required in technical report writing for criminological practices. To determine the sufficiency and utilization of instructional materials, the mean, frequency, and percentage for each material were computed. This aligns with best practices in descriptive studies that combine quantitative and qualitative assessments (Heath, 2023; Baker, 2010).

## Sufficiency of Instructional Materials

Table 1 presents the availability of instructional materials required for teaching Technical English 1. The

findings indicate a pronounced insufficiency across all 18 instructional forms, with availability ranging from only 10.5% to 31.6%, meaning that the majority of respondents perceived these materials as either absent or inadequate.

Certain forms were particularly lacking. The Directive and Relieved Order was reported unavailable by 89.5% of respondents, followed closely by the Designation Order, Vertical and Lateral Memorandum, and Mission Order, each with 84.2% indicating unavailability. Other critical instructional materials, including the Intelligence Report, Post-operation Report, and Final Investigation Report, were also deemed insufficient by more than 78% of respondents. These findings reflect a systemic gap in the provision of instructional support, suggesting that students are not being adequately equipped with the resources necessary to master Technical English 1.

The lack of sufficient instructional materials is particularly concerning because research consistently demonstrates that the availability and quality of instructional resources are strongly linked to teaching effectiveness and student learning outcomes (Baker, 2010; Harwell, 2013; Tweimur & Chuimwei, 2015). Inadequate materials limit facilitators’ ability to provide guided, structured instruction, and may reduce opportunities for students to practice and internalize technical writing skills essential for criminological reporting (Okobia, 2011; Lockheed, 1991, as cited by Tweimur & Chuimwei, 2015).

Furthermore, instructional materials play a critical role in contextualizing learning experiences. In Technical English 1, materials such as investigation reports, memoranda, and mission orders are not merely examples of writing but are foundational tools that bridge classroom instruction with real-world law enforcement practices (Nepal, 2015; Dhakal, 2014). Their absence or scarcity may compromise students’ ability to produce legally and procedurally accurate documentation, limiting their readiness for practical field applications (Knowles, 1996; Panday, 1998).

The observed insufficiency also presents a potential equity issue: without consistent access to the same quality materials across institutions, some students may receive a more comprehensive learning experience than others. This disparity aligns with prior studies emphasizing that uniform access to instructional materials is essential for maintaining curriculum standards and ensuring comparable learning outcomes across multiple institutions (Baker, 2010; Harwell, 2013).

Finally, the near-universal insufficiency of materials emphasizes the urgent need for targeted interventions, including the development of updated, context-specific instructional resources and structured support for facilitators. Research suggests that providing adequate teaching materials is not only necessary for instructional quality but also enhances student engagement, motivation, and the acquisition of critical technical skills (Tweimur & Chuimwei, 2015; Tomal, 2010; Heath, 2023). Resolving these gaps will ensure that Technical English 1 instruction aligns with both curricular objectives and the practical requirements of Criminology students, improving their competency in report writing and legal documentation.

**Table 1: Sufficiency of Instructional Materials in Technical English 1**

<b>Instructional Forms</b>	<b>Available (Yes)</b>	<b>Not Available (No)</b>
Incident Report	6 (31.6%)	13 (68.4%)
Blotter Report	6 (31.6%)	13 (68.4%)
Initial/Spot Report	6 (31.6%)	13 (68.4%)
Progress Report	6 (31.6%)	13 (68.4%)

Instructional Forms	Available (Yes)	Not Available (No)
Follow-up Report	5 (26.3%)	14 (73.7%)
After Incident Report	6 (31.6%)	13 (68.4%)
Intelligence Report	4 (21.1%)	15 (78.9%)
Post-operation Report	4 (21.1%)	15 (78.9%)
Status Report	5 (26.3%)	14 (73.7%)
Investigation Report	6 (31.6%)	13 (68.4%)
Final Investigation Report	4 (21.1%)	15 (78.9%)
Vertical and Lateral Report	3 (15.8%)	16 (84.2%)
Directive Relieved Order	2 (10.5%)	17 (89.5%)
Designation Order	3 (15.8%)	16 (84.2%)
Periodic or Evaluation Report	4 (21.1%)	15 (78.9%)
Vertical and Lateral Memorandum	4 (21.1%)	15 (78.9%)
Letter of Instruction	3 (15.8%)	16 (84.2%)
Mission Order	3 (15.8%)	16 (84.2%)

### Utilization of Instructional Materials

Table 2 presents the frequency of utilization of instructional materials in the teaching of Technical English 1. The findings indicate significant variability across different forms. While some materials, such as the Incident Report, Blotter Report, and Initial/Spot Report, were reported as frequently utilized by a portion of respondents (26.3–36.8%), several key instructional forms including the Intelligence Report, Post-operation Report, Vertical and Lateral Memorandum, and Mission Order were reported as never utilized by a majority of facilitators, ranging from 47.4% to 73.7%.

The low frequency of utilization for these critical materials aligns with their reported insufficiency in availability (Table 1), highlighting a clear relationship between accessibility and practical use. Prior research emphasizes that the effectiveness of instructional materials is dependent not only on their presence but also on their integration into teaching practices (Baker, 2010; Harwell, 2013; Tweimur & Chuimwei, 2015). When materials are unavailable, facilitators are constrained in their ability to demonstrate, model, and provide hands-on practice, which directly affects students' skill acquisition and engagement (Okobia, 2011; Lockheed, 1991, as cited by Tweimur & Chuimwei, 2015).

The variability in utilization also suggests potential differences in facilitator familiarity, comfort, or training with certain instructional forms. Research in adult learning and professional education shows that facilitators are more likely to use instructional resources effectively when they are well-trained and supported in their application (Knowles, 1996; Tomal, 2010). Without adequate professional development, even available materials may remain underutilized, diminishing their intended educational impact.

Furthermore, the low utilization of specialized materials such as the Directive Relieved Order, Designation Order, and Final Investigation Report has serious implications for students' preparation in real-world criminological contexts. These documents are integral to legal and procedural reporting, and their limited use may impede the development of technical writing competencies required in law enforcement and inv-

estigative settings (Nepal, 2015; Dhakal, 2014; Panday, 1998).

The findings also emphasize the importance of aligning instructional resources with curriculum objectives and practical competencies. Research shows that well-aligned instructional materials, when consistently used, enhance learning outcomes, increase student engagement, and ensure that educational programs meet both theoretical and applied requirements (Baker, 2010; Heath, 2023; Harwell, 2013).

The underutilization observed in this study suggests that current Technical English 1 materials are either insufficiently integrated into teaching or inadequately contextualized for students’ practical needs.

The patterns of frequency of utilization point two key issues: (1) the direct relationship between material availability and use, and (2) the need for facilitator training and structured implementation strategies.

Resolving these challenges requires institutions to provide updated, comprehensive instructional materials while simultaneously offering professional development and guidance for facilitators. Such measures will ensure that Criminology students are exposed to all essential forms, acquire technical writing proficiency, and are adequately prepared for professional responsibilities in the field (Tweimur & Chuimwei, 2015; Baker, 2010; Okobia, 2011).

**Table 2: Frequency of Utilization of Instructional Materials in Technical English 1**

<b>Instructional Forms</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Never</b>
Incident Report	6 (31.6%)	6 (31.6%)	7 (36.8%)
Blotter Report	7 (36.8%)	2 (10.5%)	10 (52.6%)
Initial/Spot Report	6 (31.6%)	2 (10.5%)	11 (57.9%)
Progress Report	5 (26.3%)	5 (26.3%)	9 (47.4%)
Follow-up Report	6 (31.6%)	4 (21.1%)	9 (47.4%)
After Incident Report	5 (26.3%)	5 (26.3%)	9 (47.4%)
Intelligence Report	4 (21.1%)	2 (10.5%)	13 (73.7%)
Post-operation Report	4 (21.1%)	5 (26.3%)	10 (52.6%)
Status Report	4 (21.1%)	4 (21.1%)	11 (57.9%)
Investigation Report	6 (31.6%)	4 (21.1%)	9 (47.4%)
Final Investigation Report	5 (26.3%)	3 (15.8%)	11 (57.9%)
Vertical and Lateral Report	3 (15.8%)	5 (26.3%)	11 (57.9%)
Directive Relieved Order	3 (15.8%)	5 (26.3%)	11 (57.9%)
Designation Order	3 (15.8%)	5 (26.3%)	11 (57.9%)
Periodic or Evaluation Report	4 (21.1%)	6 (31.6%)	9 (47.4%)
Vertical and Lateral Memorandum	3 (15.8%)	7 (36.8%)	9 (47.4%)
Letter of Instruction	3 (15.8%)	5 (26.3%)	11 (57.9%)
Mission Order	3 (15.8%)	4 (21.1%)	12 (63.2%)

**Relationship Between Sufficiency and Utilization**

The analysis indicates a clear alignment between the sufficiency of instructional materials and their utili

zation by teachers: the items reported as most deficient (Table 1) corresponded to the lowest frequency of use (Table 2). This trend suggests that scarcity is not merely a logistical concern but a substantive barrier to effective instruction, as teachers may be constrained from integrating essential report forms into lessons due to limited availability or insufficient institutional support (Okobia, 2011; Harwell, 2013).

This issue is particularly critical in Technical English 1, which serves as a foundational course for criminology students in developing field documentation competencies. The absence of standard report forms and illustrative exemplars may compromise students' ability to produce accurate, clear, and professionally formatted legal and operational reports a core skill in law enforcement and criminal justice practice (Knowles, 1996; Lockheed, 1991). Inadequate exposure to these materials not only limits immediate learning outcomes but may also have long-term consequences for professional readiness, where precise documentation is essential (Dhakal, 2014; Tweimur & Chuimwei, 2015).

These findings pointed out the pressing need for comprehensive, contextually relevant instructional materials that align with both criminological procedures and Commission on Higher Education (CHED) curricular standards. Prior research consistently shows that the availability of instructional resources directly affects both teacher utilization and student achievement (Baker, 2010; Kadzera, 2006). Ensuring access to updated report forms, exemplars, and templates and providing guidance for their effective integration can enhance instructional delivery and strengthen students' competencies. Resolving the material insufficiency is not merely logistical; it is pedagogical, with substantial implications for student learning and future professional practice (Nepal, 2015; Okobia, 2011).

Moreover, this study's findings resonate with recent empirical evidence. For example, Businge and Andala (2023) found that underutilization of instructional materials due to limited availability significantly hindered student academic performance in basic education in Rwanda. Similarly, digital learning tools such as gamified exercises and multimedia instructional materials have been shown to improve students' engagement, understanding, and retention in higher education in the Philippines (Moldez, Crisanto, Cerdeña, Maranan, & Figueroa, 2024). These studies reinforce the argument that both sufficiency and strategic integration of instructional resources are critical levers for improving teaching effectiveness and learning outcomes.

## Conclusions

The study concluded that instructional materials for Technical English 1 in the province of Capiz are markedly insufficient. Across all participating institutions, most essential forms used in criminological documentation were either unavailable or severely lacking. This inadequacy limits facilitators' capacity to deliver comprehensive instruction aligned with Technical English 1 course requirements.

The study further concluded that utilization of instructional materials was generally low, particularly for forms reported as unavailable. Facilitators tended to use only those materials that were accessible, resulting in uneven coverage of required report formats. The low utilization reflects both the absence of materials and possible gaps in facilitator training and familiarity with legal and investigative documentation.

## Recommendations

1. Educational institutions should develop and provide complete, updated, and curriculum-aligned instructional materials for Technical English 1. Materials must include all required report formats with clear examples, templates, and guidelines.

2. Institutions should offer regular training and professional development programs on Technical English 1 to improve facilitators' familiarity with criminological forms and enhance their competence in teaching technical report writing.
3. A systematic mechanism should be created to periodically review, revise, and update instructional materials based on emerging criminological practices, CHED policies, and law enforcement documentation standards.
4. Partnerships with law enforcement agencies should be strengthened to validate the accuracy, relevance, and real-world applicability of instructional materials.
5. Future research should evaluate the effectiveness of the newly developed instructional material on student performance and its impact on technical writing proficiency.

### Output

1. Development of a comprehensive instructional material for Technical English 1 aligned with Commission on Higher Education's standards and criminological documentation requirements.
2. Facilitation of training and workshops for course facilitators on the use of the developed instructional material.
3. Establishment of an institutional system for the periodic review and updating of instructional materials for Technical English 1.

### Technology Transfer Activity

The instructional material developed through this project has been formally utilized in the teaching of Technical English 1 in criminology programs within the participating institutions. The material has been disseminated to course facilitators and incorporated into classroom instruction as part of curriculum enhancement efforts.

The project produced the published Instructional Material on Technical English 1 for Criminology Students, which has been officially endorsed by the University President through a Special Order for institutional adoption.

Through the Intellectual Property Management Office (IPMO), the university is finalizing proper copyright registration for the book. Once formalized, the book will be made available to other institutions offering BS Criminology programs, facilitating technology transfer and broader utilization.

This ensures that the instructional material is legally protected, widely accessible, and can serve as a standardized teaching resource across institutions. Through offering the book to other schools, the project supports the dissemination of quality educational materials, enhances learning outcomes in Criminology, and promotes the university's academic reputation.

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