

Learning Experiences of Persons Deprived of Liberty Enrolled in Alternative Learning System

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Abstract

This study investigated the learning experiences of 182 persons deprived of liberty (PDLs) enrolled in the Alternative Learning System (ALS) in Northern Mindanao, Philippines. The study used descriptive and correlational research methodologies to determine the respondents' demographic profiles, attitudes towards independent learning, and the corresponding impacts on their learning experiences. From the in-depth analysis of the data, the PDLs' attitudes towards independent learning revealed generally positive sentiments towards self-directedness, practical orientation, and internal motivation, suggesting their readiness to engage more fully in educational pursuits. The results of the assessment of the respondents' learning experiences across various ALS strands indicates that most of the participants felt their learning experiences were satisfactory. The findings also showed a significant correlation between the PDLs' attitudes towards independent learning and their learning experiences, showing that improved attitudes towards independent learning correspond with enhanced learning experiences. Finally, the study analyzed potential differences in learning experiences based on demographic profiles. The findings revealed significant variances related to sex, jail facilities, and educational stage, while finding no substantial differences in relation to age or years of incarceration. Overall, the findings suggest that fostering positive attitudes towards independent learning and improving educational resources across different jail facilities are essential for enhancing the learning outcomes of PDLs offering ALS in jails.

Keywords: learning experiences, alternative learning system, persons deprived of liberty, attitude towards independent learning

1. Introduction

As education builds a person, so does it build a nation. Every human society is built on education since it fosters a certain degree of knowledge, morals, and awareness. Countries of the world would have no opportunity for growth, whether economic growth, social broadness and cohesion, ethical upbringing, science, or technological advancement without proper and functional education. It is an incontrovertible fact that the level of education in any country is directly proportional to the level of development of that country. Article 26 of the Universal Declaration of Human Rights (UDHR) 1948, declares that everyone has the right to education. Since the declaration, the right to education has been reaffirmed in several international and regional treaties. UNESCO Convention against Discrimination in Education (1960) and the International Covenant on Economic, Social and Cultural Rights (1966) guarantee the right to education to every citizen of the world. The UNESCO Convention holds that education is not a luxury, but a fundamental human right. It highlights states' obligations to ensure free and compulsory education

and promotes equality of educational opportunity for everybody and everywhere. It equally states that education should be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

In recognition of the importance of education to the development of her citizens and the nation, the Philippines government enshrined the right to education in the 1987 Constitution. The Constitution mandates that the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. Republic Act No. 11510 known as the Alternative Learning System Act states that the State shall provide the out-of-school children in special cases and adults with opportunities to improve their knowledge, values, life, skills, and readiness for higher education, work, or self-employment through a system of non-formal or indigenous education, or both which are tailored to respond to their learning needs and life circumstances. The Alternative Learning System (ALS) is a parallel learning system to that of the country's formal education system for basic education. The ALS program offerings intend to cater to the educational needs of the out-of school youths (OSYs), persons deprived of liberty (PDLs), indigenous peoples (IPs), non-literate adults, persons with disabilities, and the Muslim migrants. It thus offers Basic Literacy Program (BLP), Accreditation and Equivalency (A&E) Program for both elementary and junior high school certifications, Indigenous Peoples Education (IPEd), among others (DepEd, 2017).

Interestingly, education can be designed for a specific segment of society to achieve specific needs. ALS is an educational innovation with a specific target audience and designed to achieve specific goals. Persons Deprived of Liberty (PDLs) domiciled in different jails in the Philippines constitute this audience. The laws provide that even the deprived have the right to functional education. Introducing an organized system of learning in the jail facilities for the PDLs is therefore within their rights; and it aims at de-radicalization or elimination of negative criminal patterns of behavior in them. It aims to reform and equip them with literacy, numeracy, and life and career skills. Learning in jail facilities addresses one of the root causes of criminality: poverty. It is important to note that not all who are poor take to criminality. It is equally of note that poverty could be a motivation to wealth creation. However, many hold the view that there is an inextricable link between education, poverty, and criminality. People living in extreme poverty may never be able to attain basic education. Their inability to be educated leaves them without knowledge, literacy and numeracy skills, and life and career skills needed for proper human development, social integration and job and economic opportunities.

Just as lack of education relates to poverty, so does poverty relate to violent crimes. Quednau (2021) argues that poverty is directly linked to violent crime rates, that means we can stop violent crime through poverty reducing projects or initiatives. We find that it is the poverty level in rural areas and the average income level in urban areas, rather than income inequality that contribute to the local rate of incidences of violent crimes in China (Dong, Egger, & Guo, 2020). When people are poor, hungry, homeless, and sometimes sick and have no hope of how and where their next meal will come from, they can do almost anything, including taking to crime to survive. This explains why civil unrest, cultism, drug abuse, child trafficking, prostitution, robbery, and the likes are mostly among the poor population in every society. Learning in correctional facilities is important for incarcerated people. It educates the mind and empowers the person with skills to be positively sociable, productively viable and a citizen of the global community. It also reduces restiveness within the jail community and brings down the incidences of recidivism. In this connection, (Vacca, 2004) holds the view that prisoners who participated in educational programs while serving their term are less likely to re-enter the system after their release.

Within correctional facilities, ALS is implemented to equip Persons Deprived of Liberty (PDLs) with essential literacy, numeracy, and livelihood skills, facilitating their rehabilitation and reintegration into society. Instruction is typically delivered by trained ALS facilitators or mobile teachers who conduct regular learning sessions within the jail premises, covering basic literacy, numeracy, and livelihood training to enhance employability upon release (Azarcon, 2014).

Correctional facilities allocate specific areas, such as visitor's rooms or designated classrooms, for ALS sessions, creating a conducive learning environment with necessary materials and resources. In the Davao Prison and Penal Farm, for example, ALS classes are conducted within the prison compound, providing PDLs with opportunities to develop functional literacy skills and complete basic education levels (Labarrete & Tiopes, 2025).

This research used two andragogical theories of David Kolb and Malcom Knowles for its framework and anchor. Kolb holds that effective learning results from transformation of experiences. The theory is about learning by doing something which begins with concrete experience, doing or having a real-life experience of something, to reflective observation reflecting or reviewing what was experienced, abstract conceptualization concluding or learning from the experience, and active experimentation trying out or applying what was learned. On his part, with his Five Key Assumptions, Knowles shows how adults learn, and how their learning differs from that of children. Leveraging on these theories, attitude towards independent learning and the six learning strands of Alternative Learning System formed the tool of the investigation.

2. Methodology

2.1. Research Design

The study used descriptive and correlational research methodologies. The descriptive research method was used to explore the respondents' profiles and their attitude towards independent learning. The correlational method was used to measure the relationship between the attitude towards independent learning and their learning experiences in ALS program.

2.2. Data Collection

The study used a simple random sampling procedure. The sampling was drawn from the PDL learners who were enrolled and actively learning in the Alternative Learning System Program. The study was conducted in selected jails within the Province of Misamis Oriental which includes Cagayan de Oro City Jail-Female Dormitory, Cagayan De Oro City Jail-Male Dormitory, Iligan City Jail-Female Dormitory, Iligan City Jail-Male Dormitory, El Salvador City Jail, Gingoog City Jail, Initao District Jail, and Manolo Fortich District Jail.

With Cochran's equation, a sample size of 175 learners were identified from a total population of 320 enrolled learners. The questionnaires used for this study were researcher-made using insights from Experiential Learning Theory of David Kolb and the Adult Learning Theory of Malcom Knowles in the context of the key variables of the study. The questionnaire is in three parts: Part one focused on the demographic profile of the respondents with a total of 33 items. Part two, with 30 items, five on each of the six learning strands of ALS program centered on the respondents' learning experiences. The third part was on the respondents' attitude towards independent learning with a total of 25 items. They rated the items according to their perceived quality such as Very High Positive Attitude (4), High Positive Attitude (3), Positive Attitude (2), and Negative Attitude (1).

The research tool, carefully drafted to address the objective of the study was pilot-tested and subjected to validity and reliability test. A total of 30 respondents were tapped for the pilot testing in Cagayan de Oro City Jail - Male and Female Dormitories. The gathered data were tested using Cronbach's alpha as the determining factor. Instrument 1, Attitude Towards Independent Learning (25 items) yielded a Cronbach's alpha of 0.899, indicating strong reliability. Instrument 2, Learning Experiences of ALS Learning Strands (30 items) produced a Cronbach's alpha of 0.933 also demonstrates strong reliability. Some ALS teachers were mobilized to administer the questionnaire to the respondents. This was to create trust, cordiality and friendly cooperation with the respondents. Involving the ALS teachers created the needed atmosphere for a smooth and effective administering and collecting of the questionnaire.

2.3. Data Analysis

Descriptive statistics and analysis of variance were employed to analyze the data. Percentages, mean, frequency and standard deviation were used to determine the respondents' profiles, their attitude towards independent learning and their learning experiences. The Pearson r correlation was also used to describe the relationship between the PDLs' attitude levels on independent learning and their learning experiences levels on the ALS learning strands. Lastly, analysis of variance was employed to explore the differences in the learning experiences levels of the PDLs when grouped according to their demographic profiles.

2.4. Ethical Considerations

Stringent procedure was drawn and followed to ensure standard, maintain trust and confidentiality during the data collection. Informed consents from the PDL learners were secured in accordance with the ethical standards set by the Institutional Research Ethics Board (IREB) through the Office of the Xavier University Research Ethics Committee. The researcher ensured that every respondent's identity remained concealed and treated with the utmost respect and confidentiality. More so, the respondents were sufficiently informed of the purpose of the study and that their participation in the study is voluntary. They were equally told that they are at liberty to withdraw their consent and participation without their incurring any harm or loss of benefit whatsoever. The questions were crafted in a very simple expressions, avoiding doubts, personal and serious discomfort mindful of the vulnerability of the participants. No participant had any cause to withdraw his or her consent or express unwillingness to continue with the process.

2.5. Limitations

The study only investigated the learning experiences of PDL who were enrolled in ALS education program while serving in the jail. The respondents were selected from both male and female dormitories and limited to those who were active learners. Learning experiences in this case refers to the learning engagements or interactions of the PDL learners with the content and the skills contained in the six learning strands of the Alternative Learning System curricula.

3. Results and Discussion

3.1. Profile of the Respondents

Majority of the respondents are between the ages of 25-30 years old, while the lowest category is between the ages of 36-40 years old. The result shows that out of the 182 respondents, 65.4 percent are male, while 34.6 percent are female. It was also discovered that 93.4 percent of the respondents are people who have spent between 0-4 years in jail, whereas only 6.6 percent have spent between 5-15 years in jail.

Data gathered and analyzed revealed that Cagayan de Oro City jail, male dormitory has the highest number of respondents with 23.1 percent, Cagayan de Oro City jail female dormitory has 20.9 percent, Iligan City Jail, male dormitory has 18.1 percent, El Salvador and Gingoog city jails have 15.9 percent, Iligan City

Jail, female dormitory recorded 11.0 percent and Initao and Manolo Fortich District jails both have 11.0 percent of the respondents’ population.

ALS program in the jails has two key stages: the Elementary Key Stage and the Junior High key Stage. The Junior High Key Stage recorded the highest number of respondents with 70.3 percent whereas the Elementary has 29.7 percent. Regarding the number of class sessions, findings revealed that 72.0 percent of the respondents have ALS learning session once a week, 17.0 percent have twice or thrice a week and 11.0 percent have more than four times a week. On modality used, results showed that 69.2 percent of the respondents enjoy face-to-face session, while 30.8 percent of them do their learning using modules.

3.2. Respondents Attitude Levels towards Independent Learning

Five key dimensions were used to measures the respondents’ attitude towards independent learning: (a) concept of self-directedness; (b) role of past learning experience; (c) readiness to learn; (d) practical orientation to learn; and (e) internal motivation. The respondents’ overall attitude level towards independent learning showed 59.3 percent of them rated “strongly positive attitude” while 40.7 percent displayed “moderately positive attitude.” Further analysis showed a mean score of 3.79 described as “strongly positive attitude” and a standard deviation of 0.35, indicating that the respondents generally have a favorable outlook on independent learning.

Table 1 Distribution of Respondents’ Overall Attitude Level towards Independent Learning

Description	Frequency	Percentage (%)
Strongly Positive Attitude	108	59.30
Moderate Positive Attitude	74	40.70

Indicators	Mean	Description
1. Concept of Self-Directedness	3.40	Moderately Positive
2. Role of Past Learning Experience	3.41	Moderately Positive
3. Readiness to Learn	3.65	Moderately Positive
4. Practical Orientation to Learn	3.57	Moderately Positive
5. Internal Motivation	3.52	Moderately Positive
Overall	3.79	Strongly Positive Attitude

Most of the respondents expressed unanimous attitude toward the statement, “Readiness to Learn” which garnered the highest mean of 3.65 described as “moderately positive attitude” level. This suggests that the respondents feel prepared and motivated to engage in independent learning. Their commitment and willingness to invest effort in education are particularly strong and commendable.

A process evaluation of the ALS revealed that while 95% of program completers expressed high satisfaction with the quality of teaching, only 54% secured employment, with 51% of these individuals finding jobs closely aligned with their acquired skills. Balancing work and study were a significant challenge for 45% of working learners, and financial difficulties impacted 22% of participants. Notably,

gender disparities were evident, with female employment rates significantly lower than those of males, particularly in the 25-35 age group (34% versus 65%) (Albert et al., 2023).

3.3. Learning Experiences Level of the PDLs towards the ALS learning Strands

Alternative Learning System is a parallel learning system to the Philippines’ formal education system for basic education. ALS program offerings intend to cater to the educational needs of the Out of School Youths (OSY), Persons Deprived of Liberty (PDL), Indigenous Peoples (IP), Non-Literate Adults, Persons with Disabilities, and the Muslim Migrants. ALS curriculum is organized into six learning strands or domains, including (1) Communication Skills (English and Filipino), (2) Scientific Literacy and Critical Thinking, (3) Mathematical and Problem-Solving Skills, (4) Life and Career Skills, (5) Understanding the Self and the Society and (6) Digital Citizenship.

Table 2 Respondents’ Overall Learning Experiences Level towards the ALS Learning

Description	Frequency	Percentage (%)
Very Satisfactory	84	46.20
Satisfactory	98	53.80

Indicators	Mean	Description
1. Communication Skills (English and Filipino)	3.49	Satisfactory
2. Scientific Literacy and Critical Thinking	3.40	Satisfactory
3. Mathematics and Problem-Solving Skills	3.45	Satisfactory
4. Life and Career Skills.	3.47	Satisfactory
5. Understanding the Self and Society	3.46	Satisfactory
6. Digital Citizenship	3.32	Satisfactory
Overall	3.65	Satisfactory

The assessment of the respondents’ overall learning experiences towards the ALS learning strands showed that 46.2 percent of the respondents rated their experiences “very satisfactory”, while 53.8 percent of them rated their experiences “satisfactory”. The overall mean score of 3.65 shows that the respondents generally rated their learning experiences as “satisfactory”. The highest rated domain, “Communication Skills (English and Filipino)” with a mean score of 3.49 described as “satisfactory” is their acknowledgement that ALS helps improve their English and Filipino communication skills. It equally suggests that they aspire to be global citizens capable of understanding, speaking and writing in the common languages of the world. Research have proven that language proficiency and communication skills are essential for learners to succeed in various fields; other studies emphasize the role of interactive learning in improving learners confidence and fluency (Richards, 2015; Ellis, 2019).

The overall “satisfactory” rating shows that ALS provides effective learning experiences; however, improvements in scientific literacy, digital literacy, and problem-solving skills are needed. On the other

hand, the results show that Communication skills and life skills training are well received by the PDL learners, suggesting that efforts in these areas should be sustained and strengthened.

Mahinay and Manla (2025) conducted a qualitative study exploring the experiences of ALS implementers within correctional facilities. Their research highlighted that while ALS offers flexible and inclusive education, challenges persist, including slow policy implementation, inadequate resources, and limited access to technology. These obstacles hinder the effective delivery of ALS programs to PDLs, underscoring the need for systemic improvements to enhance educational outcomes.

3.4. Relationship between the PDLs’ Attitude Levels towards Independent Learning and Learning Experiences Level

Using Pearson Product-Moment Correlation Analysis findings show that there is a highly significant relationship between Persons Deprived of Liberty (PDLs) attitudes toward independent learning and their learning experiences. The overall attitude toward independent learning was found to have a strong, positive correlation with learning experiences, $r = .72, p < .001$, indicating that as PDLs’ attitudes toward independent learning improve, their learning experiences in the ALS also tend to improve.

This is a clear demonstration of the connection with the willpower, can-do spirit, personal motivation, clear goal and measurable learner outcome. Other things being equal, such disposition will necessarily lead to success. This result further suggests that teacher-effectiveness, availability of instructional materials and good learning environment do not only suffice or aggregate to positive learning outcome. The attitude of the learner to learning as it relates to concept of self-directedness, past learning experiences, readiness to learn, orientation to learn and internal motivation on the part of the learner are very critical to a successful learning outcome.

Similarly, Ortiz (2025) as well as Deponio (2025) examined the post-program pathways of ALS PDL completers. The study revealed that although many graduates expressed high satisfaction with the program, a significant proportion faced difficulties in securing employment aligned with their acquired skills. Financial constraints and balancing work and further education were identified as common challenges. Ortiz (2025) emphasized the necessity for strengthened support systems and policy reforms to facilitate smoother transitions for ALS graduates into the workforce or higher education.

Table 3 Correlation Analysis of Respondents’ Attitude Levels toward Independent Learning and Learning Experiences Level

Independent Variable	Learning Experiences	
	Pearson r	P-value
Attitude toward Independent Learning	.72***	< .001
Concept of Self-Directedness	.55***	< .001
Role of Past Learning Experience	.62***	< .001
Readiness to Learn	.56***	< .001
Practical Orientation to Learn	.47***	< .001
Internal Motivation	.60***	< .001

Legend: ns = not significant ($\alpha > 0.05$) * = significant ($0.01 < \alpha \leq 0.05$)

** = highly significant ($\alpha \leq 0.01$) *** = highly significant ($\alpha \leq 0.001$)

Loeng (2020) highlights that self-directed learning has been a central concept in adult education since the 1970s and continues to be widely utilized in the field. Intrinsic motivation plays a crucial role in adult

learning, influencing engagement and persistence. A study by Tekkol and Demirel (2018) found that university students with higher self-directed learning skills, which are closely linked to intrinsic motivation, demonstrated greater academic success and engagement.

3.5. Difference in the Learning Experiences Levels of the PDLs when Grouped According to Their Demographic Profile

A statistical analysis on the overall difference on learning experience as well as specific learning domains, including Communication Skills, Scientific Literacy and Critical Thinking, Mathematical and Problem-Solving Skills, Life and Career Skills, Understanding the Self and Society, and Digital Citizenship when grouped according to their demographic profile was done using non-parametric tests. The following demographic variables were assessed: age, sex, number of years in jail, jail facilities currently in use, ALS key stage currently enrolled, frequency of ALS sessions attended, and learning modalities used.

The assessment reveals that Sex ($p < 0.01$), Jail Facility ($p < 0.001$), and ALS Key Stage ($p < 0.01$) significantly impacted learning experiences. Sex significantly affects ALS learning experiences, with female learners reporting better learning outcomes than their male counterparts.

Bandura (1986) in his Social Cognitive Theory explains how environmental factors, such as institutional conditions in jails, influence learning motivation and satisfaction. Jail facility conditions, otherwise, refer to as learning environment is suspected to have played a critical role in the learning satisfaction of the PDL learners who are in both Iligan Jail-Female Dormitory and Cagayan de Oro City Jail-Female Dormitory respectively.

A Mann-Whitney U test revealed a significant difference in learning experiences between PDLs enrolled in the elementary and junior high school stages. The junior high school stage (Mean = 3.70, "Good") reported significantly higher learning experiences compared to those in the elementary stage (Mean = 3.53, "Good"). Regarding the role higher education level could play in the learning experiences of learners, the Department of Education DepEd (2022) in its ALS Handbook: Alternative Learning System in the Philippines notes that learners at higher ALS key stages (e.g., Junior High School) tend to have more structured learning experiences and motivation, leading to better educational outcomes.

Further assessment reveals that Age ($p = 0.17$), Years in Jail ($p = 0.60$), Session Frequency ($p = 0.65$), and Learning Modality ($p = 0.67$) had no significant effects in the PDLs learning experiences. The findings show that educational benefits are accessible across all age groups and incarceration duration. Gender, facility conditions, and educational level (key stage enrolled) are the most influential variables in ALS learning experiences among the PDLs.

Table 4 Statistics on the Difference in Respondents’ Learning Experience Level when Grouped According to their Overall Demographic Profile

Demographic Profile	N	Mean	Description	Value of Test Stat	P-Value
Age				Kruskal-Wallis	
25-30 years old	87	3.61	Good	5.09 ^{ns}	.17
31-35 years old	34	3.63	Good		
36-40 years old	26	3.62	Good		
41 years old and up	35	3.78	Very Satisfactory		
Sex				Mann-Whitney U	

Male	119	3.58	Good	2721**	.00
Female	63	3.77	Very Satisfactory		
Number of Years in Jail				Mann-Whitney U	
0 – 4 years	170	3.65	Good	926 ^{ns}	.60
5-15 years	12	3.59	Good		
Jail Facilities Currently in Use				Kruskal-Wallis	
Cagayan De Oro City Jail-Female Dormitory	38	3.78	Very Satisfactory	23.8***	<.00
Cagayan De Oro City Jail-Male Dormitory	42	3.66	Good		
El Salvador and Gingoog City Jails	29	3.41	Good		
Iligan City Jail-Female Dormitory	20	3.87	Very Satisfactory		
Iligan City Jail-Male Dormitory	33	3.58	Good		
Initao and Manolo Fortich District Jails	20	3.60	Good		
ALS Key Stage Currently Enrolled				Mann-Whitney U	
Elementary	54	3.53	Good	2597**	.01
Junior High School	128	3.70	Good		
Frequency of ALS Sessions Attended				Kruskal-Wallis	
Once a week	131	3.65	Good	0.87 ^{ns}	.65
Twice or thrice a week	31	3.60	Good		
More than Four Times a Week	20	3.73	Good		
Learning Modalities Used				Mann-Whitney U	
Face to face	126	3.66	Good	3388 ^{ns}	.67
Modular	56	3.62	Good		

Legend: ns = not significant ($\alpha > 0.05$) * = significant ($0.01 < \alpha \leq 0.05$)

** = highly significant ($\alpha \leq 0.01$) *** = highly significant ($\alpha \leq 0.001$)

4. Conclusion

Convincingly, the research findings underscore the potential of Alternative Learning System (ALS) education program to provide meaningful educational opportunities for the Persons Deprived of Liberty (PDLs). The respondents demonstrated a high positive attitude towards independent learning and unanimously exhibit strongly positive attitude specifically in areas like, concept of self-directedness, role of experience, readiness to learn, practical orientation to learn, and internal motivation. This strong attitude level towards independent learning is evident in, and correlates with the satisfactory learning experiences level collectively demonstrated by the respondents in the six learning domains of ALS program namely, communication skills, scientific literacy and critical thinking, mathematics and problem solving skills, life and career skills, understanding the self and the society, and digital citizenship.

The demographic variables of sex, jail facility and ALS key stage significantly influenced the learning experiences outcome of the PDL learners. The findings reveal that female learners reported better learning outcomes, in areas like communication skills, self-awareness, career skills, and digital citizenship than their male counterparts. Interestingly, Jail facilities had critical impact in the learning experiences of the learners. Iligan City Jail, female dormitory and Cagayan de Oro City jail, female dormitory were found to offer more strong positive learning experiences compared to other jails; suggesting that jail facilities with better resources and support provide superior learning experiences. In the same vein, educational level is among the variables that positively influenced the learning experiences of the respondents. The study revealed that higher educational levels correlate with better learning experiences, as Junior High School learners reported more positive learning outcomes, particularly in communication skills, scientific literacy, problem-solving, and digital citizenship than the Elementary school learners. Thus, it is safe to conclude that higher educational levels relate or aligns more with independent learning strategy leading to better learning outcomes.

On the other hand, the study showed that frequency of ALS session, learning modality, age of the respondents and number of years spent in jail have no significant impacts in the learning experiences of the PDLs. Regarding the frequency of ALS sessions and learning modality, the study shows that quality of instruction is more crucial than how often learning occurs. Similarly, the results show that educational benefits are not only accessible across all age groups and incarceration duration but that learners in both categories can have same learning experiences. It is therefore fair to conclude that ALS programs are effective regardless of incarceration length, providing consistent educational opportunities that can aid rehabilitation and social reintegration.

5. Recommendations

ALS facilitators would have to improve on male learner engagement and address factors that may contribute to lower learning satisfaction among male learners. The facilitators are to be keen in enhancing learning in lower-rated facilities. ALS program should be strengthened in the facilities with lower learning experience. More support should be provided for the elementary key stage learners. Additional resources and instructional support should be provided for the elementary ALS learners.

The Department of Education saddled with the responsibility of education in the Philippines should not relent in teacher support programs for the ALS facilitators. Continuous professional training of ALS teachers to facilitate discussions that encourage learners to share their life experiences, thereby validating their past learning and enhancing their learning engagement. Given the differences in learning experiences based on age and educational level of the PDLs, ALS programs should consider tailored interventions that address the specific needs of younger learners, particularly in areas such as digital literacy and social responsibility. While age does not significantly affect overall ALS learning experiences, the findings show that older learners have significantly higher ratings for "Understanding the Self and Society" and "Digital Citizenship."

The study suggests strongly that the Bureau of Jail Management and Penology (BJMP) should address the variability across jail facilities. The best practices from high-performing facilities should be shared and implemented in lower-performing ones. High-performing jails can serve as models to improve educational outcomes in lower-rated facilities. There is a need to upgrade resources and expand access to learning materials, digital tools, and qualified ALS instructors in jails with lower learning outcomes.

Researchers could advance the investigation to provide insights and offer reference regarding the PDLs' ALS learning experiences in the Jails. Researchers could investigate why the female PDL learners rated their experiences higher than their male counterparts. Additionally, there could be an inquiry into why or how jail facility conditions affect ALS learning outcomes. Lastly, research could also explore why the Elementary learners rated their experiences lower than the High School learners.

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