

Implementation Of Education Behind Bars Under the Alternative Learning Systems in Public Schools in Region 1: Basis For A Support System Program

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ABSTRACT

The Education Behind Bars (EBB) Program under the Alternative Learning System (ALS) in Region I was a vital initiative that provided quality education to Persons Deprived of Liberty. This study examined the program's level of implementation, instructional effectiveness, challenges encountered, and the relationships among key variables. Findings revealed that ALS teachers involved in the program are predominantly middle-aged, female, married, and academically qualified, with most holding master's degrees and occupying mid-level teaching positions. The program is perceived at a very high level by teachers and at a high level by school heads, indicating strong and consistent program delivery across correctional learning environments. Instructional approaches utilized in the program were rated as very highly effective by both teachers and Persons Deprived of Liberty (PDL) learners, reflecting the successful application of teaching strategies. However, challenges encountered in program implementation were perceived as serious, particularly those related to learners, highlighting the need for enhanced support mechanisms such as counseling and differentiated instruction. Correlation analysis revealed a strong positive relationship between program implementation and instructional effectiveness, suggesting that improvements in implementation lead to better instructional outcomes. Teacher profile variables generally showed weak, non-significant relationships with program implementation, although educational attainment showed slight negative correlations with specific areas. Meanwhile, teaching experience and position were found to have significant, though weak to moderate, relationships with instructional effectiveness. No significant differences were found between teachers' and school heads' perceptions of program implementation, nor between teachers' and learners' perceptions of instructional effectiveness, indicating strong alignment among stakeholders. Based on these findings, a support program was proposed to enhance the delivery, effectiveness, and sustainability of the EBB Program by addressing challenges, strengthening teacher capacity, improving resources, and fostering stakeholder collaboration. The study underscores the effectiveness of the EBB Program while emphasizing the need for continuous improvement to address existing challenges and sustain quality education in correctional settings.

Keywords: Persons Deprived of Liberty(PDL), Alternative Learning System(ALS), Rehabilitation and Opportunities for Sustainable Education (ROSE)Program

INTRODUCTION

Education is a fundamental human right and a powerful tool for personal and social transformation. Yet, access to quality education remains a challenge for persons deprived of liberty (PDL) who are confined within correctional facilities. In the Philippines, the Department

of Education, in partnership with the Bureau of Corrections and the Bureau of Jail Management and Penology (BJMP), has implemented the Alternative Learning System (ALS) to provide educational opportunities for inmates. The Department of the Interior and Local Government (DILG), through its supervision of the BJMP, plays a vital role in supporting this program by ensuring that jail facilities provide a secure, organized, and rehabilitative environment in which educational programs such as ALS can be implemented effectively. It also strengthens coordination among BJMP, DepEd, and local government units to promote the welfare, development, and reintegration of PDLs. Through this initiative, education becomes an avenue for rehabilitation, self-worth, and reintegration into society (Department of Education, 2024).

Statement of the Problem

This study aimed to investigate the Implementation of Education Behind Bars Program under the Alternative Learning System (ALS) in Public Schools in Region I: Basis for a Support System Program. Specifically, the study sought to answer the following questions:

1. What is the profile of ALS teachers in public schools in Region 1, in terms of:
 - a. age;
 - b. gender;
 - c. marital status;
 - d. highest educational attainment;
 - e. bachelor's degree;
 - f. position;
 - g. number of teaching experiences in ALS; and
 - h. average family monthly income?
2. What is the level of implementation of Education Behind Bars Program under ALS in public schools in Region 1 as perceived by the teachers and school heads, in terms of:
 - a. Program Structure and Implementation;
 - b. Learning Delivery and Teaching Practices;
 - c. Resources, Facilities and Support;
 - d. Rehabilitation and Reintegration Interventions;
 - e. Security and Safety Measures ; and
 - f. Participation and Completion Rate?
3. What is the level of effectiveness of the instructional approaches utilized by ALS teachers in the Education Behind Bars Program as perceived by themselves and students, in terms of:
 - a. Instructional planning and lesson preparation;
 - b. Contextualization of learning materials for Persons Deprived of Liberty (PDLs);
 - c. Learner engagement and participation strategies;
 - d. Classroom management within detention settings;
 - e. Assessment and evaluation practices;
 - f. Use of differentiated and flexible learning approaches;
 - g. Integration of values formation and rehabilitation-focused learning; and
 - h. Coordination with jail authorities and stakeholders?
4. What is the level of seriousness of the challenges encountered by the ALS teachers in the implementation of Education Behind Bars Program in public schools in Region 1, in terms of:
 - a. Instructional-related challenges;
 - b. Learner-related challenges;
 - c. Administrative and supervisory support challenges;

- d. Facility and security-related challenges;
 - e. Resource and material-related challenges; and
 - f. Inter-agency coordination challenges?
5. Is there a significant relationship between level of implementation of Education Behind Bars Program and the level of effectiveness of the instructional approaches utilized by ALS teachers in Education Behind Bars Program in public schools in Region 1?
 6. Is there a significant relationship between the level of implementation of Education Behind Bars Program under ALS in public schools in Region 1 and the profile of teachers?
 7. Is there a significant relationship between the level of effectiveness of the instructional approaches utilized by ALS teachers in Education Behind Bars Program and the profile of teachers?
 8. Is there a significant difference on the level of implementation of Education Behind Bars Program under ALS in public schools in Region 1 as perceived by the teachers and school heads?
 9. Is there a significant difference on level of effectiveness of the instructional approaches utilized by ALS teachers in Education Behind Bars Program as perceived by themselves and students?
 10. Based on the results of the study, what support system program may be proposed?

Scope and Delimitations

This study focused on the implementation of education behind bars under the Alternative Learning System (ALS) in public schools in Region I (Ilocos Region) during School Year 2025-2026. It aimed to provide a basis for proposing a support system program for ALS teachers, PDL students, and school heads in charge of ALS. It specifically examined Alternative Learning System programs implemented by selected public schools in coordination with jail facilities in the provinces of Ilocos Norte, Ilocos Sur, La Union, and Pangasinan.

The study examined the program's implementation in terms of program structure and implementation, learning delivery and teaching practices, resources and facilities, reintegration and rehabilitation interventions, safety and security measures, and participation and completion rates. It also investigated the effectiveness of the instructional approaches used by ALS teachers, as perceived by both teachers and students, and explored the relationship among program implementation, instructional effectiveness, and teacher profile. It also reviewed the challenges encountered by teachers in implementing the program. The study is limited to selected public schools in Region I that currently implement the Education Behind Bars Program and excludes other regions and non-public institutions. Data collection is restricted to the perceptions of ALS teachers, PDL students, and school heads in charge of ALS, and the study does not evaluate long-term outcomes beyond the current academic period. The scope and delimitation ensured that the research provided a focused and manageable assessment of program implementation and instructional effectiveness to guide the development of a practical support system program.

The results of this study served as the basis for developing a support system program to enhance the effectiveness and sustainability of implementing education behind bars in public schools in Region I.

Review of Related Literatures

Education behind bars has emerged globally as a critical tool for rehabilitation, skill development, and social reintegration of incarcerated individuals. Its implementation, structure, and effectiveness, however, vary significantly across countries and regions due to differences in policy frameworks, resources, institutional priorities, and cultural approaches to rehabilitation.

Understanding these variations provides insights into both the benefits and limitations of prison education programs worldwide.

UNESCO's global review of prison education programs further demonstrates that many Asian countries employ a variety of literacy, vocational, and digital skills initiatives to facilitate rehabilitation and reintegration. Nevertheless, implementation is often hindered by resource limitations, overcrowding, and inadequately trained personnel (UNESCO Institute for Lifelong Learning [UIL], 2024). Policy reports on ASEAN countries reinforce these findings, noting significant variations in program accessibility, curriculum quality, and monitoring mechanisms across the region (ASEAN Education Policy Reports, 2024).

In the Philippine context, the Bureau of Jail Management and Penology (2022) emphasizes that inmate welfare and development programs include educational interventions such as literacy classes, vocational training, and values formation. However, these programs are often adapted to the realities of jail environments, where overcrowding, limited staffing, and resource constraints affect implementation. This reflects a broader trend in correctional education, where formalized curricula are still emerging and are not uniformly institutionalized across facilities.

ALS has been implemented as a key educational intervention to support inmate rehabilitation and reintegration. Ortiz (2026) examined the implementation of ALS Senior High School (SHS) programs in jail facilities, focusing on both institutional and learner perspectives. Findings revealed that ALS-SHS programs provide inmates with opportunities to enhance their academic competencies and prepare for life after incarceration. However, several challenges hinder effective implementation, including inadequate infrastructure, limited instructional materials, and insufficient teacher training. Additionally, weak coordination among implementing agencies, such as the Department of Education and correctional institutions, undermines the consistency and quality of program delivery. Despite these constraints, the study emphasized that education behind bars remains a vital tool for rehabilitation and social reintegration.

Temario et al. (2025) explored the lived experiences of Alternative Learning System (ALS) implementers who teach learners deprived of liberty (LDLs), offering insight into the realities of delivering education within correctional settings. The study focused on uncovering the personal narratives of educators, emphasizing how they navigate the unique challenges and demands of working with incarcerated learners.

The result revealed that ALS implementers play multifaceted roles that go beyond traditional teaching. They act not only as educators but also as mentors, motivators, and emotional support figures for LDLs. Participants highlighted that teaching in correctional facilities requires adaptability, patience, and a strong sense of commitment, as they often deal with limited resources, security restrictions, and diverse learner needs.

Moreover, the study found that despite these constraints, ALS programs remain a crucial avenue for personal development among learners deprived of liberty. Educators observed significant improvements in learners' self-discipline, motivation, and outlook on life. Education was perceived not merely as academic instruction but as a transformative process that fosters hope, self-worth, and readiness for reintegration into society.

Theoretical Framework

This study is anchored in several theories supporting the idea that education is a key element in rehabilitation and reintegration for persons deprived of liberty (PDLs).

First, the study is grounded in Human Capital Theory (Becker, 1964), which posits that education is an investment that enhances an individual's knowledge, skills, and competencies, thereby increasing productivity and improving economic outcomes. From this perspective,

individuals who acquire education and training are better equipped to participate in the labor market, adapt to changing work environments, and make rational decisions that maximize long-term benefits.

Second, the study draws from Rehabilitation Theory in criminology, which asserts that the primary function of correctional institutions extends beyond punishment to include the reform and reintegration of offenders into society. This theory emphasizes that criminal behavior is often influenced by social, educational, and psychological deficiencies, which can be addressed through structured interventions aimed at personal development. Rehabilitation-oriented programs seek to modify attitudes, improve decision-making skills, and foster pro-social values that enable individuals to function lawfully within the community.

Third, the study aligns with Transformative Learning Theory (Mezirow, 1991), which posits that adult learning involves more than the acquisition of knowledge and skills; it entails a fundamental transformation in the learner's frame of reference through critical reflection and rational discourse. According to this theory, individuals reinterpret previously held assumptions, beliefs, and values when exposed to new experiences that challenge their existing perspectives. Learning becomes transformative when it leads to shifts in meaning structures that guide future behavior and decision-making.

In the context of Persons Deprived of Liberty (PDLs), incarceration often serves as a disorienting experience that creates opportunities for deep reflection. Educational programs within correctional settings provide structured learning environments where PDLs can critically examine the personal, social, and cognitive factors that contributed to their involvement in criminal behavior. Through dialogue, reflective activities, and exposure to alternative viewpoints, learners

Taken together, these theories provide a comprehensive lens for understanding the role of education in correctional settings that enhances the skills, knowledge, and employability of Persons Deprived of Liberty (PDLs), thereby increasing their economic prospects and reducing incentives for recidivism. By equipping PDLs with marketable competencies, education supports lawful participation in the labor market and contributes to broader social and economic stability.

Additionally, these contribute to personal growth, behavioral change, and societal reintegration. These will also guide the researchers in analyzing how learning programs inside jails and prisons can transform individuals and communities.

Conceptual Framework

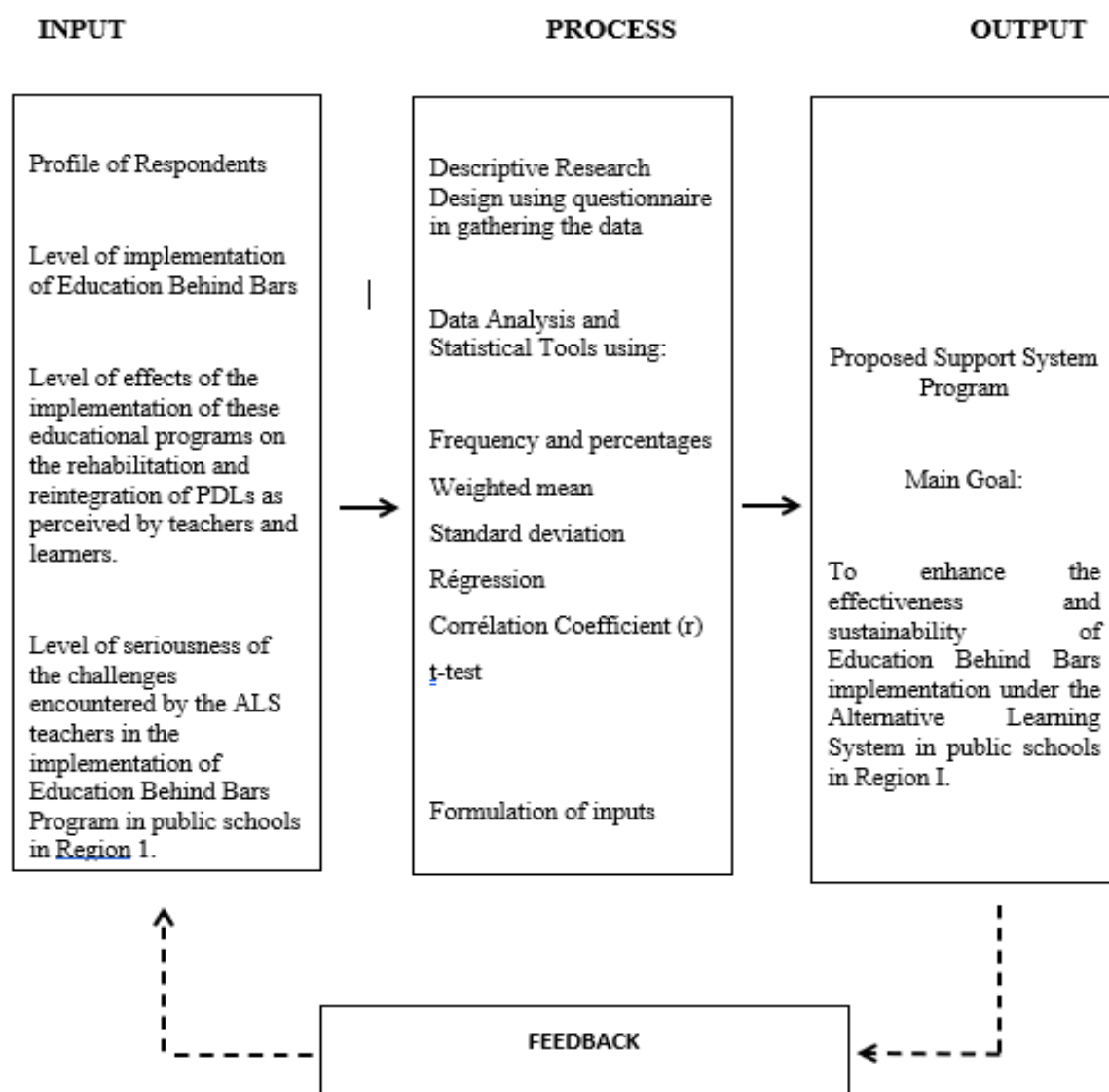
The conceptual framework of this study illustrates the relationship among the teachers' profiles, the implementation of the Education Behind Bars Program, the effectiveness of instructional approaches, the challenges encountered, and the development of a support system program. This study is anchored in the Input–Process–Output (IPO) paradigm, which provides a clear and organized framework for examining the implementation of the Alternative Learning System–Education Behind Bars in public schools in Region I. The framework demonstrates how key inputs, when examined through systematic research methods and appropriate data analysis, lead to meaningful outputs that can guide program enhancement and the development of effective support mechanisms.

In the input phase, the study considers the profile of the respondents, the level of implementation of Education Behind Bars under the Alternative Learning System (ALS), the level of its effects on the rehabilitation and reintegration of Persons Deprived of Liberty (PDLs) as perceived by teachers and learners, and the level of seriousness of challenges encountered by ALS teachers in Region I. These inputs are the primary data needed to assess the program's current condition.

In the process phase, the study employs a descriptive research design, using a questionnaire as the primary data-gathering instrument. The data collected are analyzed using statistical tools such as frequencies and percentages, weighted mean, standard deviation, regression analysis, correlation coefficient (r), and t-test to ensure accurate interpretation of the results. Based on these analyses, relevant inputs are formulated.

Finally, the output of the study is a proposed support system aimed at enhancing the effectiveness and sustainability of the Education Behind Bars implementation under the Alternative Learning System in public schools in Region I.

The feedback component indicates that the findings may be used to further improve the program's implementation. This captures the voices and experiences of key stakeholders such as ALS teachers, school heads and PDL learners. Their insights shed light on what works well, what challenges persist, and how the program affects them. Moreover, feedback loop ensures that the outcomes of the ALS–EBB program are not treated as endpoints but rather as guides for refining implementation strategies, strengthening resource support, and improving future. Eventually, it helps build a flexible, responsive, and sustainable education system behind bars that continually supports both program effectiveness and learner growth.



Paradigm of the Study

Figure 1

METHODOLOGY

This study employed a descriptive-correlational research design to assess the implementation of the Education Behind Bars Program under the Alternative Learning System (ALS) in public schools in Region I. It also sought to generate findings to inform the development of a proposed support system program aimed at enhancing the delivery and implementation of ALS programs for persons deprived of liberty.

Research Design

This study utilized a descriptive-correlational research design to examine the implementation of the Education Behind Bars Program under the Alternative Learning System (ALS) in public schools in Region I and to provide a basis for proposing a support system program.

The descriptive component focused on profiling ALS teachers, assessing the level of program implementation, evaluating the effectiveness of instructional approaches, and identifying the challenges encountered in program implementation. This will provide a detailed picture of the program's current state from the perspectives of teachers, PDL students, and school heads.

The correlational part examined the relationships among program implementation, the effectiveness of instructional approaches, and teacher profiles.

Additionally, comparative analyses were conducted to examine whether significant differences exist in perceptions of program implementation and instructional effectiveness across groups of respondents, such as teachers versus school heads or teachers versus students.

Research Steps

Before data collection begins, the researcher obtained formal approval from the Bureau of Jail Management and Penology (BJMP), Region I, and secure also a permit from the DepEd Regional Office. Letters of request and permits will be distributed to all participating facilities.

Once approval is granted, the researcher personally administers the questionnaires to ensure that instructions are clearly understood and that respondents' confidentiality is maintained. Participants will be fully informed about the study's purpose and reminded of their right to withdraw at any time without any consequences. To maintain the validity and integrity of the data, the researcher supervised the data collection process and retrieved all completed questionnaires on the same day, particularly the questionnaires distributed to the PDL. Confidentiality and anonymity will be strictly maintained by ensuring that no identifying information is recorded, and all responses will be used solely for research purposes.

Afterward, the collected data were carefully encoded, organized, and analyzed using statistical methods aligned with the study's research objectives.

Data Collection and Sample Selection

This study used a structured survey questionnaire (Hyun, 2019) as the primary tool to profile Alternative Learning System (ALS) teachers and to assess the implementation, effectiveness, and challenges of the Education Behind Bars Program in public schools in Region I. The instrument was developed by the researcher based on the study's objectives and aligned with the Department of Education's policies and framework regarding the Alternative Learning System (ALS).

The respondents in this study were the key stakeholders involved in implementing the Education Behind Bars Program under the Alternative Learning System (ALS) in public schools in Region I. These included ALS teachers who directly deliver instruction to Persons Deprived of Liberty (PDLs), providing insights on the level of program implementation, the effectiveness of instructional approaches, and the challenges encountered.

The study also involved PDL students currently enrolled in the program, whose perceptions will help assess the effectiveness of the instructional approaches and the support they receive in the learning process.

Additionally, school heads in charge of ALS, who oversee program implementation in their respective districts, also participated to provide information on administrative support, resources, program coordination, and overall program management.

The study purposively selected its target respondents to ensure relevance to the research objectives. The final sample, however, was determined using a **clustered sampling technique**, which allows for systematic selection of participants from public schools in Region I that implement the Education Behind Bars Program under the Alternative Learning System (ALS).

Data Analysis Methods

The study used both descriptive and inferential statistical methods to analyze data collected from respondents. For Research Question 1, frequency, percentage, and mean were used to describe the respondents' profile.

For Research Questions 2, 3, and 4, frequency counts, percentages, and weighted mean were used to assess the level of implementation of the Education Behind Bars Program, the effectiveness of instructional approaches, and the seriousness of challenges encountered by ALS teachers.

To determine significant relationships, Pearson product-moment correlation was used to examine associations between respondents' profiles and levels of implementation and instructional effectiveness. In addition, Spearman's rank correlation, Eta (η), and Eta squared (η^2) were used to analyze relationships involving teacher profile variables, program implementation, and instructional effectiveness.

Research Hypotheses and Validation

The study tested several null hypotheses to determine the relationships and differences among the key variables involved in implementing the Education Behind Bars Program under the Alternative Learning System in public schools in Region I.

First, the study hypothesized that there is no significant relationship between the level of implementation of the Education Behind Bars Program and the effectiveness of the instructional approaches used by ALS teachers. This hypothesis was tested to determine whether better program implementation is associated with more effective instructional practices.

Second, the study assumed that there is no significant relationship between the level of implementation of the Education Behind Bars Program and the profile of ALS teachers. This was examined to determine whether teacher-related factors, such as age, sex, educational attainment, length of service, training attended, and other relevant profile variables, are associated with how the program is implemented.

Third, the study hypothesized that there is no significant relationship between the effectiveness of the instructional approaches used by ALS teachers and their profiles. This was tested to determine whether the effectiveness of teaching strategies is influenced by teachers' personal and professional characteristics.

Fourth, the study proposed that there is no significant difference in the level of implementation of the Education Behind Bars Program as perceived by ALS teachers and school heads. This hypothesis was tested to determine whether the two groups of respondents have similar or different assessments of the program implementation.

Lastly, the study hypothesized that there is no significant difference in the level of effectiveness of instructional approaches as perceived by ALS teachers and PDL students. This was examined to determine whether teachers and students share similar perceptions regarding the effectiveness of the instructional approaches used in the Education Behind Bars Program.

These hypotheses were validated using appropriate statistical tools to determine whether the null hypotheses should be accepted or rejected based on the results of the study.

Study Limitations and Ethical Considerations

This study was limited to selected public schools in Region I implementing the Education Behind Bars Program under the Alternative Learning System. It focused on program implementation, learning delivery, resources and facilities, rehabilitation and reintegration interventions, safety and security measures, participation and completion rates, instructional effectiveness, teacher profiles, and challenges encountered by ALS teachers. The respondents were limited to ALS teachers, PDL students, and school heads in charge of ALS. The study did

not include other regions, private or non-public institutions, or long-term program outcomes beyond the current academic period.

The study observed strict ethical standards, particularly because it involved PDL students, who are considered a vulnerable group. Participation was voluntary, and all respondents were informed about the purpose of the study, procedures, possible risks and benefits, and their rights as participants. Confidentiality and anonymity were maintained throughout the research process. Approval from the ethics review board and permission from concerned authorities, such as the Department of Education and correctional institutions, were secured before data gathering.

The findings of the study served as the basis for developing a support system program to enhance the implementation, effectiveness, and sustainability of the Education Behind Bars Program in public schools in Region I.

RESULTS AND DISCUSSION

SOP1: What is the profile of ALS teachers in public schools in Region 1?

Findings revealed that ALS teachers in Region 1 are predominantly middle-aged, married, and female, with considerable educational qualifications and professional experience. The presence of highly ranked teachers and those with graduate degrees reflects a competent workforce capable of delivering quality education.

These findings align with DepEd policies and international literature emphasizing that effective ALS implementation requires qualified and experienced educators (DepEd, 2019; UNESCO UIL, 2022).

However, jail-based ALS teachers operate in more restrictive and complex environments, requiring greater adaptability and specialized skills. Literature on correctional education highlights the need for continuous training and institutional support to address the unique challenges of teaching Persons Deprived of Liberty.

SOP2: What is the level of implementation of the Education Behind Bars Program under ALS in public schools in Region 1 as perceived by the teachers and school heads?

Generally, the ALS Education Behind Bars Program in Region I is implemented at a very high level by teachers (Grand Mean = 4.52) and at a high level by school heads (Grand Mean = 4.49). These results suggest that the program is generally effective, well-organized, and successfully carried out across correctional settings.

Across all domains, the program's strongest areas include safety and security, participation and completion, and program structure. On the other hand, resources, facilities, and support, while still rated positively, emerged as the most challenging area, indicating a need for continued attention and enhancement.

The findings are supported by Llamas and Ramos (2020), who observed that ALS programs in correctional facilities in Metro Manila are generally effective at strengthening literacy, discipline, and learner engagement among Persons Deprived of Liberty (PDLs). Their study found that a well-structured ALS program helps learners build foundational academic skills while also fostering positive behavior and self-discipline. This is consistent with the present study, particularly in areas such as program structure, teaching practices, and participation, which were all rated as highly implemented. However, they also pointed out that limited resources and challenging learning environments continue to undermine the program's full effectiveness, which aligns with the present findings of lower ratings for resources, facilities, and support.

SOP3: What is the level of effectiveness of the instructional approaches utilized by ALS teachers in Education Behind Bars Program as perceived by themselves and students?

Findings reveal that the instructional approaches are perceived as highly effective by both groups of respondents. This is reflected in the grand mean of 4.55 for teachers and 4.60 for PDL learners, indicating a consistently strong implementation of instructional strategies within the Education Behind Bars Program.

Across all indicators, both teachers and PDL learners consistently rated each domain within the “Very Highly Effective” range. Among the highest-rated domains, coordination with jail authorities and stakeholders (Teachers WM = 4.58; PDL = 4.65) and integration of values formation and rehabilitation-focused learning (Teachers WM = 4.57; PDL = 4.62) emerged as the strongest areas. These results highlight the importance of strong institutional collaboration and the program’s dual focus on academic instruction and rehabilitation-oriented learning.

Recent studies support this view. Sala et al. (2023) found that participation in ALS in correctional settings significantly enhances self-esteem among persons deprived of liberty, as learners begin to experience academic success and social affirmation in the classroom. This improvement in self-worth is closely linked to increased willingness to engage in learning activities and adopt more constructive patterns of behavior. In a similar vein, Labarrete and Tiopes (2025) reported that ALS programs promote pro-social behavior and strengthen learners’ motivation for reintegration by encouraging reflection on past actions and fostering a stronger sense of responsibility toward future life choices.

SOP 4 :What is the level of seriousness of the challenges encountered by the ALS teachers in the implementation of Education Behind Bars Program in public schools in Region 1?

ALS teachers perceive the challenges in implementing the Education Behind Bars Program as consistently serious across all areas, as reflected by the grand mean of 3.72 (Serious). This suggests that the program faces substantial difficulties that may undermine its effectiveness if left unaddressed.

Among the specific areas, learner-related challenges (WM = 4.00) ranked the highest. This indicates that issues such as learners’ motivation, behavior, prior educational background, or personal circumstances are the most pressing concerns for teachers. It highlights the need for targeted learner support mechanisms, such as counseling, differentiated instruction, and psychosocial interventions.

This interpretation is consistent with Davis et al. (2019), who found that prison education systems often operate under significant structural constraints, including limited instructional time, inadequate learning resources, and inconsistent learner attendance. Despite these constraints, their study emphasized that positive learning outcomes can still be achieved when educators employ flexible and adaptive pedagogical approaches.

SOP 5: Is there a significant relationship between level of implementation of Education Behind Bars Program and the level of effectiveness of the instructional approaches utilized by ALS teachers in Education Behind Bars Program in public schools in Region 1?

Results reveal that there is a **statistically significant and strong positive relationship** between the level of implementation of the Education Behind Bars Program and the level of effectiveness of instructional approaches utilized by ALS teachers in public schools in Region I. All computed correlation coefficients are positive and significant at either the 0.05 or 0.01 level, indicating that improvements in program implementation are consistently associated with higher levels of instructional effectiveness across all dimensions. The strong association between learner engagement strategies and program implementation supports the findings of Garcia and Ritter (2024), who demonstrated that participatory and contextualized teaching approaches are

essential in alternative learning systems, particularly for marginalized groups such as persons deprived of liberty (PDLs). Their study emphasized that engagement is significantly strengthened when instruction is anchored on learners' lived experiences, allowing them to relate lessons to real-life situations and personal narratives. This contextualization makes learning more meaningful and accessible, thereby increasing participation, motivation, and retention. The present finding on significant correlations involving contextualization reflects this same principle, suggesting that ALS effectiveness is enhanced when instruction is relevant, experiential, and learner centered.

SOP 6: Is there a significant relationship between the level of implementation of Education Behind Bars Program under ALS in public schools in Region 1 and the profile of teachers?

Results indicate that there is a **generally weak and mostly non-significant relationship** between most teacher profile variables and the different dimensions of program implementation, with only a few isolated significant correlations observed.

However, two notable exceptions were observed. **Educational attainment** shows a **significant negative relationship** with two indicators: **safety and security measures** ($r_s = -.387, p = 0.024$) and **participation and completion rate** ($r_s = -.378, p = 0.028$). These results suggest that higher educational attainment is associated with slightly lower perceived implementation in these specific areas. Although significant, the relationships remain in the weak range, indicating limited practical influence. This may imply that more highly educated teachers may have higher expectations or more critical evaluations of implementation practices in these areas rather than reflecting actual lower performance.

This result is consistent with the findings of recent Philippine studies on Alternative Learning System (ALS) implementation in non-traditional learning environments. For instance, the study of Gomez and Reyes (2023) on ALS implementation in selected jail-based education programs in Luzon found that teacher demographic profiles had no significant influence on instructional delivery or program effectiveness. The authors emphasized that institutional conditions, rather than teacher characteristics, play a more dominant role in shaping program implementation outcomes.

SOP 7: Is there a significant relationship between the level of effectiveness of the instructional approaches utilized by ALS teachers in Education Behind Bars Program and the profile of teachers?

The results reveal a **mixed but meaningful pattern of relationships**, where only selected teacher profile variables show significant associations with instructional effectiveness.

Based on the Spearman rank correlation, **age, educational attainment, and average family income** consistently show **no significant relationships** with all dimensions of instructional effectiveness, as indicated by p-values greater than 0.05. This implies that these demographic and socio-economic characteristics do not significantly influence how teachers perform in terms of instructional planning, contextualization of learning materials, learner

engagement, classroom management, assessment practices, differentiated instruction, values formation, and coordination with jail authorities.

In contrast, **position and teaching experience** show statistically significant relationships with most dimensions of instructional effectiveness. Teaching experience demonstrates a **consistent positive and significant relationship** across all areas, including instructional planning ($r_s = .333$, $p = .000$), learner engagement ($r_s = .275$, $p = .000$), classroom management ($r_s = .293$, $p = .000$), and overall effectiveness ($r_s = .285$, $p = .000$). These results suggest that more experienced teachers tend to demonstrate higher effectiveness in delivering instructional approaches within the Education Behind Bars Program. However, despite statistical significance, the strength of these relationships remains within the **weak to moderate range**, indicating that experience enhances effectiveness but does not solely determine it.

These findings align with the study of Dela Cruz and Mendoza (2023) on ALS implementation in community and correctional learning centers in the Philippines, which found that teaching experience significantly enhances instructional adaptability and classroom management, particularly in challenging learning environments such as detention settings. Their study emphasized that experienced educators are better able to contextualize learning materials, manage diverse learner needs, and maintain instructional consistency despite institutional constraints. This supports the present study's finding that teaching experience is a strong predictor of instructional effectiveness across all domains.

SOP8: Is there a significant difference on the level of implementation of Education Behind Bars Program under ALS in public schools in Region 1 as perceived by the teachers and school heads?

The results indicate that there is **no statistically significant difference** in the perceived level of implementation of the Education Behind Bars Program under ALS between teachers and school heads in public schools in Region I. Across all domains, the computed p-values are greater than the 0.05 level of significance, leading to the **non-rejection of the null hypothesis**. This implies that both groups share comparable perceptions regarding how the program is being implemented.

Findings suggest a **high level of agreement** between teachers and school heads regarding the implementation of the Education Behind Bars Program under ALS. This alignment strengthens the credibility of the evaluation and indicates that program practices are uniformly understood and experienced across different roles within the educational system.

This result is consistent with the study of Salazar and Domingo (2023) on ALS implementation in public secondary schools in Northern Luzon, which found

no significant difference between the perceptions of teachers and school administrators regarding program effectiveness. Their study emphasized that shared planning processes and collaborative implementation strategies contribute to aligned perceptions between stakeholders, particularly in structured programs such as ALS.

SOP 9: Is there a significant difference on level of effectiveness of the instructional approaches utilized by ALS teachers in Education Behind Bars Program as perceived by themselves and students?

The results consistently reveal that **no statistically significant differences exist** across all dimensions of instructional effectiveness, as all computed p-values are greater than the 0.05 level of significance. Hence, the **null hypothesis is not rejected**, indicating that both groups have comparable perceptions of the effectiveness of the instructional approaches. Generally, results indicate a **high level of agreement** between teachers and PDL learners regarding the effectiveness of instructional approaches in the Education Behind Bars Program.

The absence of significant differences suggests alignment in experiences and perceptions between implementers and beneficiaries of the program. This consistency reinforces the credibility of the results and implies that the instructional strategies employed are both appropriate and effectively delivered within the correctional education context.

From a theoretical and empirical perspective, these findings align with recent study of UNESCO (2022) highlighted that effective prison education programs are marked by a strong alignment between educators' intended outcomes and learners' actual experiences, particularly in areas such as engagement and instructional relevance. In this study, the lack of significant differences between teachers' and PDL learners' perceptions reflects this kind of alignment.

SUMMARY

The findings show that ALS teachers handling the Education Behind Bars Program in public schools in Region I are generally qualified, experienced, and academically prepared. The program is implemented at a high to very high level, indicating that its structure, delivery, and management are effective and well-organized. Instructional approaches used by ALS teachers were also found to be very highly effective, as perceived by both teachers and PDL learners. However, teachers still encounter serious challenges, especially learner-related concerns such as motivation, behavior, educational background, and personal circumstances. The study further found a strong positive relationship between program implementation and instructional effectiveness, meaning that better program implementation is associated with more effective teaching. Most teacher profile variables had weak or non-significant relationships with implementation, although teaching experience positively influenced instructional effectiveness. There were no significant differences in the perceptions of teachers and school heads regarding program implementation, nor between teachers and PDL learners regarding instructional

effectiveness. This indicates shared understanding, alignment, and agreement among the respondents about the effectiveness of the program and its instructional

CONCLUSIONS

After analyzing the findings, the study concludes that the Education Behind Bars Program under the ALS in public schools in Region I is generally implemented effectively and is supported by qualified and experienced ALS teachers. The program is implemented at a high to very high level, showing that its structure, policies, and delivery mechanisms are well-executed. The strong agreement between teachers and school heads indicates consistency and coordination in program implementation. Likewise, the very high instructional effectiveness shows that ALS teachers use appropriate and adaptive teaching strategies for PDL learners. However, serious challenges, particularly learner-related concerns, continue to affect instruction and learning. These findings highlight the need for continuous support and intervention in correctional education settings. The study also found a strong positive relationship between program implementation and instructional effectiveness, meaning that effective implementation improves teaching practices. Most teacher profile variables were not significantly related to implementation, although teaching experience contributed positively to instructional effectiveness. Overall, the findings support the need for a proposed support system program to address existing gaps, strengthen instructional delivery, improve learner support, and sustain the effectiveness of the Education Behind Bars Program in Region I.

RECOMMENDATIONS

Based on the findings and conclusions, it is recommended that the Education Behind Bars Program continue to prioritize the recruitment and retention of qualified ALS teachers while promoting diversity in age, experience, and specialization. Professional development programs should be strengthened and tailored to teachers' career stages to enhance their competence, adaptability, and effectiveness in correctional education settings. To sustain the high level of program implementation, continuous monitoring, evaluation, feedback, and benchmarking practices should be institutionalized. Effective instructional strategies should also be documented, shared, and integrated into training programs to promote learner-centered and innovative teaching practices. The study further recommends the development of targeted interventions to address learner-related challenges, including counseling, psychosocial support, and differentiated instruction. Partnerships with mental health professionals, correctional institutions, and other stakeholders should be strengthened to provide holistic support for PDL learners. Program implementation may also be improved by investing in resources, teacher support, mentoring programs, and institutional coordination. Regular communication, joint planning, and collaborative evaluation among teachers, school heads, and stakeholders should be maintained to ensure consistency and effectiveness. Finally, learner feedback should be included in program evaluation to ensure that instructional practices remain responsive to students' needs. The proposed support system program should be fully implemented, regularly evaluated, and supported through adequate funding, stakeholder collaboration, and policy support to sustain its impact and improve educational outcomes for Persons Deprived of Liberty.

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AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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