

Experiences and Transformative Role of Education Among Persons Deprived of Liberty

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Abstract

This study investigated the experiences and transformational effects of education on Persons Deprived of Liberty at the Bureau of Jail and Management and Penology in Iligan City. The study utilized an exploratory research technique to investigate the impact of education on inmates' self-perceptions, objectives, and rehabilitation, along with the role of jail guards in facilitating learning inside the correctional setting. We got our data by doing semi-structured interviews with three PDLs and two correctional officers. The researchers then used Braun and Clarke's (2006) thematic analysis approach to look at the data. The results showed that education is a strong force for personal change, helping PDLs regain their self-esteem, hope, and a new sense of purpose of living. Learning changed their morals and gave them power, which helped them get ready to rejoin society successfully. Also, jail officers were particularly significant as instructors and encouragement, making the learning space safe and inviting. The study finds that education in prisons is more than just learning; it is a process of rehabilitation and change that helps people grow and change society.

Keywords: persons deprived of liberty, jail officers, correctional education, rehabilitation, transformation

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Introduction

Education is normally regarded as an important instrument for changing people's attitudes, behavior and life chances. Education goes beyond the mere acquisition of individual knowledge and skills, it enhances self-awareness, critical thinking, personal empowerment and social inclusion. Education plays an essential role in rehabilitation in correctional facilities as it offers PDLs the opportunity for personal growth, character development, and effective reintegration into society. Current research emphasizes the importance of correctional education in improving self-efficacy, moral recovery, employability and reducing the likelihood of reoffending. UNESCO Institute for Lifelong Learning (2021) and Chauke (2025) state that correctional education is a key element of restorative and rehabilitative justice approaches.

To explore the role of educational possibilities in the personal transformation, self-awareness, moral redemption, behavioral change, and rehabilitation of incarcerated individuals. This study compares PDLs' and correctional officers' stories to better understand how education works as a catalyst for optimism, empowerment, and renewed purpose within a situation defined by stigma, deprivation, and limited chances. Studies in the Philippines now underscore the relevance of programs that include literacy, livelihood training, and values formation in the social reintegration and rehabilitation of PDLs. This indicates the potential of educational interventions in the penal facilities (Villanueva et al., 2026).

It is in its potential contribution to better correctional education policies and procedures. The findings may offer critical guidance to jail administrators, educators, politicians, and rehabilitation practitioners in establishing more responsive, inclusive, and sustainable educational programs for detained populations. The study also contributes to the growing literature on restorative justice, confirming that all people can develop, change, and be productive members of society when they have access to high-quality educational opportunities. As correctional systems move from punitive to rehabilitative measures, understanding the transforming experiences of PDLs to promote human dignity, social inclusion, and effective reintegration into society becomes more vital.

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Literature Review

Globally, the correctional system has been increasingly recognizing the right to education as a basic human right that should not be curtailed by the status of being an incarcerated person. According to UNESCO (UIL, 2021), "Imprisonment should not deprive people of the right to lifelong learning and educational opportunities in correctional facilities are fundamental to nurturing dignity, rehabilitation and social reintegration." Further, educational programs in correctional settings are also shown to empower incarcerated people through increasing their

sense of self-worth and improving social relationships and positive behavioral change that enables them to reintegrate into society (Chauke, 2025; Mahlangu and Balfour, 2024).

In the Philippine government continues to enhance the educational opportunities for PDLs through the joint efforts of the Department of Education (DepEd), together with the Commission on Higher Education, and Bureau of Jail Management and Penology (Sala et al., 2025). Programs like the Alternative Learning System (ALS), tertiary education programs, and skills development initiatives (Elvira & Abanes, 2026) have enabled thousands of PDLs to complete basic education, gain vocational training, and even acquire college degrees while serving their sentences. The government is likewise committed to rehabilitation through education and lifelong learning, as reflected in the latest figures that more than 10,000 PDLs nationwide have finished official educational programs as per the DILG (2025).

However, these improvements have not been matched by an appreciation of how PDLs subjectively perceive educational opportunities while incarcerated, and how these experiences impact their identity, goals, self-worth, and recovery process. Much of the existing literature on correctional education has focused on educational outcomes, recidivism reduction, and program efficacy without much discussion of the lived experiences and personal changes taking place in correctional education programs, especially in the context of Philippine jails (UIL, 2021; Villanueva et al., 2026).

Methodology

Research Design

To investigate the lived experiences of Persons Deprived of Liberty (PDLs) and comprehend the life-changing impact of education, this study used a qualitative phenomenological research design. Because phenomenology aims to capture the essence of PDLs' experiences and the meanings they assign to educational opportunities while confined, it is appropriate. The researcher used a semi-structured interviews to gather data, which then subjected to a thematic analysis to identify recurrent themes related to self-improvement, rehabilitation, personal transformation, and future goals.

Participants

About 5 participants for the study were selected using purposive sampling, comprising Persons Deprived of Liberty currently enrolled in educational programs within the correctional facility and 2 jail officers.

Data Collection

Data were collected through a semi-structured interviews with five participants: three PDLs and two BJMP–Iligan City jail personnel. The participants were chosen by purposive sampling, which made sure that only people who were directly involved in or running educational programs at the facility were included. With the permission of jail administration for the interviews, the researcher took place on jail property, and all participants gave their informed consent. The interviews lasted about 30 minutes each and used an open-ended guide to get people to talk about their experiences without holding back. Using the participants' consent, interviews were recorded using an audio recorder and supplemented with field notes to document non-verbal cues and contextual information. The latter then transcribed the data

verbatim and analyzed it thematically to find patterns, meanings, and themes that show how education has changed the lives of PDLs.

Data Analysis

Thematic analysis was employed. Data were transcribed, coded, and categorized into themes representing coping mechanisms, emotions, and social support experiences.

Results and Discussions

This part discussed the interview results in detail. It analyses the data acquired in relation to the research objectives and discusses the implications, supported by relevant literature and observations.

Empowerment Through Learning and Skill Development

Learning opportunities inside the prison empower PDLs to gain useful skills and restore their confidence for a better life after release.

Life here is very different from the outside; I feel I am changed already. I am eager to learn skills from ALS like bamboo craft and painting, which I can use for a living. (P1)

Through livelihood training, I realized that there is still hope of learning and that I can still change for the better. (P2)

This issue concerns how structured educational interventions (livelihood skills, arts training) in prisons serve as catalysts for personal change and empowerment. According to Albert Bandura (1986) in his Social Cognitive Theory, human behavior and change are affected by the reciprocal interaction of personal cognitive elements (e.g., self-efficacy), behavioral actions (e.g., skill acquisition), and environmental influences. When the individuals deprived of liberty engage in skill learning, they acquire new models (trainers, peers), practice new behaviors, and develop self-efficacy, the idea that they are capable of performing tasks and influencing their results. When it comes to prison, learning how to make things out of bamboo and paint indicates that the prisoners are actively involved: they move from passive captives to agents. Bandura's concept of reciprocal determinism illustrates how action (learning), personal cognition (hope, self-view), and environment (the ALS program) all influence each other. The participants' comments of "I feel I am changed already" and "there is still hope of learning" are indicative of the growth in self-efficacy and change in identity. The learning environment offers models and reinforcement (skills training, tangible outputs), which in turn reinforce confidence and future orientation. The inmates' skill development was not only vocational but also psychologically transformative, creating a sense of hope for transformation. This just emphasized that this theme related gaining new skills to the concept that the inmates would have a better life. According to Bandura (1986), effective performance experiences are critical for developing self-efficacy and sustaining behavioral change.

Restoration of Hope and Personal Renewal

Education brings renewed hope and helps PDLs rediscover their purpose and value as individuals capable of change.

While being here, I realized my mistakes and learned that I am still fortunate to have this chance to learn again. (P2)

The lessons and skills I gained from ALS and TESDA make me believe I can live a meaningful life when I return to society. (P3)

The essay emphasizes the profound impact of educational experiences in detention settings on an individual's self-concept and outlook on the future, transforming a sense of hopelessness into one of hopefulness. The educational process is important for cognitive reframing and helps those in detention to see themselves not only as inmates but as learners and as people who can contribute to society.

This is consistent with the Planned Behavior Theory according to Ajzen (1991) which states that one's attitude, subjective standards and perceived behavioral control influence their behavioral intentions, which precede their behavior. In the setting of detention, when attitudes towards learning are more positive, for example believing that it is possible to live a meaningful life, norms change to value education rather than see it as a waste of time. Moreover, as people learn new abilities, they feel more in charge of their destiny, which enhances their hope and willingness to change.

"I realized my mistakes... I am still fortunate," implies a change in self-awareness and perspective, whereas, "I can live a meaningful life," implies a shift in outlook on the future and belief in one's agency. Personal renewal is not only the cognitive bases for education but also a helpful social climate that develops. Bandura's Social Cognitive Theory supports this as it states that changes in the environment, such as the availability of learning opportunities, affect personal cognitions and behaviors.

Transformation and Readiness for Reintegration

Educational programs help PDLs rebuild their identity and prepare to reintegrate as productive members of society.

I learned a lot every day from the livelihood skills from ALS and TESDA, especially in bamboo arts. I know this will help me enhance my ability to be a renewed person when I return to the community.

The theme underscores the significance of prison education as a precursor to community reintegration in encouraging identity reconstruction and skill enhancement. Bandura's social cognitive theory (1986) stated that when people display self-efficacy and have successful models for themselves, there is a long-lasting behavioral shift (In this sense, PDLs involved in livelihood skills training are not only learning but are practicing to be new persons who will go back to society with a purpose. They become "prisoner," "learner," and "potential community member." As cognitive elements (believing in capacity to change) emerge, the environment (ALS, TESDA program) offers examples and tasks to reinforce new roles. Similarly, the participants' views towards studying inside BJMP and their sense of control over their own behavior are related to their desire to reintegrate, develop friendships and refrain from misbehaving are consistent with Ajzen's (1991) Theory of Planned Behavior. The statement "I know this will help me improve my ability to be a renewed person when I return to the community" shows self-efficacy and intention. Education is a place of transition, a place of intent development, identity transformation, and useful reintegration tools acquisition.

Readiness to re-integrate is a function of skills, revised self-concept, behavioral intentions, and a context situation conducive to change according to Bandura (1986) and Ajzen (1991).

Moral and Spiritual Transformation

Studying and engaging in prayer activities nurture moral renewal and strengthen the PDLs' spiritual life.

I became a renewed person and learned to pray with my co-PDLs, which helps me shape my future and be a model for others. (P1)

Before, I was not interested in going to church, but now I attend prayer meetings and feel my transformation is for myself and my family. (P3)

Social Cognitive Theory notes that the theme stresses the non-cognitive aspects of transformation, especially the moral and spiritual development that comes from education in correctional institutions (Bandura, 1986). Self-regulation and self-reflection are key processes critical to driving behavioral change and acquiring new skills. Prayer and values education can catalyze self-regulation, providing opportunities for the PDL participants to reflect on their previous behavior, to take on new moral principles, and to commit themselves to pro-social futures.

The Planned Behavior Theory of Ajzen (1991) further elucidates the role of normative beliefs, e.g., beliefs about the expectations of significant others, in shaping one's intentions. Here, praying and positive behavior modeling mean that individuals have internalized new social norms and attitudes, particularly in the prison faith-learning environment. A statement such as "I became a renewed person and learned to pray" demonstrates both personal growth and a desire to be a role model. The reflection "I went to prayer meetings and I think my transformation is for myself and my family" reflects the impact of normative and social-contextual factors, such as family and community, on behavioral intentions.

The foundation for moral and spiritual transformation is a learning and faith-based environment that promotes self-regulation in accordance with updated norms and intentions. This process allows for deeper identity change and therefore supports behavior change and long term rehabilitation.

Discipline and Personal Growth

Education helps PDLs develop discipline, responsibility, and a desire to become better individuals. According to Participant 2:

I learned to follow the rules and regulations here, which I did not before. I believe this will help me become a better person outside the city jail. (P2)

The theme addresses the ways in which prison education programs support behavioral control and selfmanagement, two essential dimensions of personal development. According to Bandura's Social Cognitive Theory in 1986 self-regulation includes goal setting, monitoring behavior and changing behavior. Education provides the scaffold and opportunities for such development. The PDL has progressed from non-compliance to rule following, indicating higher self-regulatory ability. The participant thought that "I can become a better person

outside.” It reflected a stronger intention of behavior. In this sense, education becomes a contextual intervention that fosters intention development, self-regulation practice and norm internalization. Responsibility is a necessary condition for long-term behavioral change and pro-social reintegration. Responsibility is promoted through intentional learning and adherence to rules.

Transformation-Motivation for Family

The desire to change for their families and contribute positively to society inspires PDLs to continue learning.

My transformation is not only for myself but for my family, who are waiting for me outside. (P3)

I want to be a model for other PDLs and help make my community more productive when I am free. (P1)

The theme highlights the strong social dimension of motivation, particularly the role of family ties, peer pressure and community norms in the educational participation and behavioural changes of Persons Deprived of Liberty (PDLs). In correctional settings education is not only driven by individual aspiration but also social belonging and the desire to perform roles and responsibilities within the family and wider community.

Albert Bandura (1986) provides the following explanation of Social Cognitive Theory, which is based on observational learning, reciprocal determinism and self-efficacy. People learn motivation and behaviour patterns by seeing the values, expectations, and results of others in the social environment. Positive reinforcement from family members and exposure to peers who are successful via education boost the conviction of individuals deprived of liberty (PDLs) in their own changing ability. This developing feeling of self-efficacy is crucial for sustained participation in educational programmes and allows for personal development even under limiting circumstances.

Likewise, Theory of Planned Behaviour by Icek Ajzen (1991) stresses the importance of attitudes, subjective norms and perceived behavioural control in determining intents. Terms such as “for my family” and “to help my community” suggest powerful social impacts on behaviour. Significant others’ expectations promote favourable attitudes towards schooling and productive actions despite imprisonment. At the same time, PDLs’ confidence in their capacity to satisfy these goals via discipline and effort, demonstrates increased perceived control. These viewpoints indicate that prison education is not just about the individual growth, but about a socially situated process that generates responsibility, hope and identity transformation.

Facilitating Education and Skill Development

Jail officers view themselves as educators and enablers of learning, helping PDLs gain knowledge and livelihood skills for reintegration.

As a jail officer and a licensed teacher, I know I have a big responsibility to help PDLs. I believe I can be an instrument for their learning through ALS and other skills training that will help them once they are released. (P4)

This theme highlights the crucial role of jail officers as adult educators and facilitators of learning and as key agents of behavioural change in correctional education. Beyond the core functions of security and supervision, jail officers are integral to the rehabilitation of Persons Deprived of Liberty (PDLs) through creating an environment conducive to learning, personal growth, and change. The participation of these individuals is essential in affecting the institutional discipline and the engagement and motivation of the inmates in education.

Jail officers play a role models as the PDLs internalize and observe their behaviors and attitudes (Social Cognitive Theory; Bandura, 1986). By observing the officers' dedication to education and their consistent positive reinforcement, incarcerated individuals are able to see new ways of thinking and behaving. This modeling effect, then, increases the self-efficacy of PDLs, helping them to believe in their ability to learn and change. The officers' recognition of their role as "tools for learning" underscores their perceived capacity to influence positive outcomes, exemplifying the dynamic relationship between personal beliefs, actions and the correctional environment.

The Planned Behavior Theory of Ajzen (1991) provides additional insights into how jail officers influence educational aspirations of PDLs. Jail officers promote positive learning attitudes, maintain educational norms, and promote a sense of control over one's educational involvement. Thus, promoting an environment where learning is not only accepted but also pursued. Their emphasis on making a difference sends a strong message to correctional facilities that education is a worthy endeavor and motivates PDLs to increase their resolve to engage in learning activities.

Jail officers play a vital role in transforming the correctional environment into one that promotes rehabilitation through structured programs like the Alternative Learning System (ALS), vocational training, and life skills development. Their roles are important to nurture educational participation to increase the discipline, motivation and self-improvement of PDLs. Such participation helps in the rebuilding of identities and prepares inmates for re-entry into the society. This shows the important role of officers in encouraging restorative practices in the correctional system.

Collaboration and Support

Officers work with government agencies such as TESDA and the City Government of Iligan to enhance learning opportunities and deliver relevant training.

Since the BJMP lacks the capacity to provide skills training, we partner with TESDA and the City Government through the Livelihood and Development Office. Their NC II programs make learning more meaningful and transformative for the PDLs. (P5)

The theme highlights the role of institutional collaboration in enhancing the educational milieu for Persons Deprived of Liberty (PDLs) towards more meaningful and transformative learning experiences. Correctional education is based on partnerships among correctional facilities, government, educational institutions, non-profits and community partners. These collaborations broaden access to vital resources, educational expertise, training opportunities and psychosocial aid which altogether enhance the rehabilitation process.

Environmental factors are considered key determinants of behavior via ongoing interactions with personal and behavioral factors in Social Cognitive Theory (Bandura, 1986). In this way,

institutional partnerships create the enabling and resourced environment for learning, exposing the PDLs to different role models, formal training programs, and systems of positive reinforcement. These improvements also improve personal cognitive factors such as self-efficacy as learners become confident by interacting with skilled instructors and engaging in skill-building activities, and are inspired by success stories of reintegration.

The Planned Behavior Theory of Ajzen (1991) offers further insight into the effect of institutional collaboration on educational engagement through attitudes, subjective norms and perceived behavioral control. Correctional education initiatives are supported by external institutions, which means PDLs are more likely to develop positive attitudes towards learning and appreciate its importance for their future reintegration. Moreover, the involvement of reputed external organizations improves subjective norms, which shows that education within correctional facilities is valued by the wider community. The perceived ability of PDLs to succeed academically and vocationally is enhanced through the strong support framework and access to well-structured, adequately resourced programs.

The reflection of the jail officer on “making learning more meaningful and transformative,” demonstrates how the cooperation of the jail bureau can serve as a scaffolding mechanism that can link the motivation of the individual PDLs with structured growth opportunities and environmental support. These collaborations create an all-encompassing rehabilitative ecosystem that balances behavioral, cognitive, and social elements to support education-led transformation, identity reconstruction, and a smooth transition back into society.

Promoting Moral and Spiritual Transformation

Jail officers emphasize the integration of values formation and faith-based activities as part of rehabilitation and character renewal.

My task is to provide educational interventions that include values education and interfaith-based activities. These enhance their spiritual life and help them live prayerfully and compassionately as transformed individuals. (P5)

This theme highlights how education in correctional settings is all-encompassing and transformative, demonstrating that learning goes beyond academic and professional skills. The development of moral, spiritual, and value-oriented aspects is also included. As a result, education is seen as a comprehensive rehabilitation process that fosters pro-social, technical, ethical, emotional, and cognitive skills. A deliberate attempt to support the full reintegration PDLs into society as responsible and reflective individuals is demonstrated by the inclusion of values education, moral recovery, and spiritual development.

Human behaviour is the result of the combination of environmental, behavioural and personal elements (Bandura, 1986). At the core of behaviour modification are self-regulation and cognitive processes. In this context, values education and spiritual development promote self-control by fostering introspection, moral reasoning and goal planning. Structured moral and faith-based learning experiences give PDLs the opportunity to internalise new behavioural standards and to build empathy and a feeling of personal accountability. These processes strengthen their self-efficacy so that they are able to feel they can make good moral judgements and engage in prosocial behaviours even in constrained settings and resist negative pressures that can impair their rehabilitation.

Also, Icek Ajzen's Theory of Planned Behaviour (1991) shows how attitudes, subjective standards, and perceived behavioural control are used to build behavioural intentions through moral and spiritual education. Supportive social norms are bolstered when aligned with institutional aims, cultural expectations, and religious beliefs, and faith-based and values-centered programmes foster good attitudes on self-discipline, forgiveness, and compassion. As PDLs acquire confidence in their ability to exercise moral principles, their perceived behavioural control increases in correctional settings and beyond. The facilitator's combination of values education and interfaith activities produces a therapeutic atmosphere in which moral enquiry is integrated with academic and vocational training. The observable practice of living prayerfully and compassionately is a reflection of a deeper identity development, stronger moral agency and internalisation of prosocial principles.

Findings

The study's findings revealed that education has a great impact and transformative role in the lives of the Persons Deprived of Liberty (PDL) at BJMP-Iligan City Jail. Practical skills essential to employability and reintegration are gained through educational interventions such as ALS, TESDA training programs, and other skills-based livelihood activities. More importantly, these educational opportunities help rebuild self-confidence and self-worth and allow for a re-imagining of the future outside of incarceration. As PDLs continue to learn, they start to rebuild their identities, moving away from a sense of limitation and stigma towards a more hopeful, empowered, and future-oriented sense of self.

Education is also a reflective space where PDLs critically analyze their past decisions, gain insight into their lived experiences, and develop a clearer sense of purpose in life. This process of reflection and self-evaluation allows people to heal psychologically and become more resilient, thus enabling them to move forward with a new sense of motivation. Moreover, the findings indicate that education is an essential factor for the moral and spiritual development of PDLs. They absorb the positive values, increase their ethical awareness, and demonstrate a conscious effort to improve their behaviors. The changes that have been observed are better discipline, accountability, respect for rules and involvement in constructive activities, all of which are key indicators of rehabilitation and personal growth.

One of the major motivational factors that have come out of the study is family influence. Many PDLs reported that their motivation to seek education and change their behavior is closely linked to their goals to reunite with and provide a better life for their families. This underscores the influential role of social relationships in supporting motivation and behavioral change. The facilitative role of jail officers as mentors, role models and enablers of learning in the correctional environment is also critical. With their support, they provide a structured and supportive environment in which education can be accessible and meaningful for PDLs.

Institutional collaboration with agencies such as TESDA, the Department of Education, and local government units improves the implementation and quality of educational programs. These partnerships bring additional resources, improve program delivery, and make sure learning opportunities are relevant to the needs of the incarcerated. In conclusion, the results show that education is a key tool for empowerment, rehabilitation, and comprehensive transformation and plays a major role in the reintegration of Persons Deprived of Liberty into society as more capable, responsible, and socially productive persons.

Conclusions

The study delved into the experiences and transformative effect of education to Persons Deprived of Liberty (PDL) in Bureau of Jail Management and Penology in Iligan City. Results suggest that correctional education is more than just academic activities and is an important tool for self-development and rehabilitation. Through the different learning programs, PDLs were able to find a renewed sense of hope, dignity and self-worth, seeing themselves not just as inmates, but as people who could have a life after their incarceration and past mistakes. Education is key to helping them regain a sense of purpose, learn self-discipline and build resilience to cope with the challenges of being locked down.

Results also indicated that educational opportunities allowed PDLs to re-imagine their future and re-build their sense of identity. Learning provided them with a sense of purpose, empowerment and self-belief, all of which are crucial to successful reintegration into society on release. For many participants, education was a “second chance” – a watershed moment that shifted their values, behavior and aspirations. This change is consistent with the rehabilitative goals of correctional institutions that stress that education encourages not only intellectual development but also moral and emotional development.

The role of the jail officers was equally important as that of the teachers, the officers acting as facilitators, motivators and moral supporters throughout the educational process. The PDLs’ desire to create a supportive and humane learning environment was a significant motivating factor in their desire to pursue education and personal reform. The partnership between PDLs and jail officers was reflective of the mutual investment in the correctional environment to promote learning as a way of change and hope.

In conclusion, the study highlights that the education system in correctional facilities is a powerful and rehabilitative tool beyond academics. It fosters human development, restores dignity and prepares PDLs for meaningful reintegration into society. The findings highlighted that the importance of continuous investment, institutional support, and collaboration among the BJMP, educational institutions, and local government units to sustain and scale-up educational programs for PDLs. Enhancing these initiatives can contribute to the development of a correctional system that is more humane, inclusive and rehabilitative, respecting the right to education and dignity of each person, no matter if they are in prison.

Recommendation

The study findings suggest several recommendations to increase the transformative potential of education for Persons Deprived of Liberty (PDLs). The BJMP should emphasize its educational and rehabilitation programs by integrating literacy, skills training, and values education as vital aspects of correctional reform. BJMP can also forge stronger partnerships with local universities, TESDA and non-government organizations to get technical support, additional resources and skilled volunteer educators to boost these learning programs.

Correctional officers and educators should also be regularly trained in correctional education, counseling and motivational techniques to better support PDLs in their educational journeys. It is also important to establish community reintegration programs that provide livelihood training, educational opportunities after release and employment support, as these initiatives can help PDLs apply what they’ve learned and reduce recidivism.

Longitudinal studies would be useful in future research to examine the long-term effects of education on PDLs' reintegration, employment, and behavior after release. Comparative research across different correctional facilities could help identify best practices and areas for improvement in jail-based education programs. Further, research on gendered experiences of female and juvenile PDLs can contribute to understanding the nexus between education and transformation among diverse populations. Finally, assessing the efficacy of educational programs can assist in better policy and support the development of more inclusive and rehabilitative correctional education programs.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

The author declares that Grammarly, an AI-assisted writing program, was used to check the work for errors and improve the wording. The only things that could be done were fixing spelling and grammar mistakes and rewording statements to make them clearer and more accurate. The author further declares that, apart from Grammarly, no other AI or AI-assisted technologies have been used to generate content in writing the manuscript. The ideas, design, procedures, findings, analyses, and discussion are originally written and derived from careful and systematic conduct of the research.

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