

EDUCATORS BEHIND BARS: PHENOMENOLOGY OF THE LIVED EXPERIENCES OF TEACHERS IN SAN RAMON PENAL FARM

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Abstract

This study is to report the lived experiences of the San Ramon Elementary School-Annex, specifically: (1) to describe the lived experiences of the teachers, (2) to establish the status, problems and prospect of the school, and (3) to draw significant implications to improve the school. A non-probability purposive sampling design and willingness to participate eventually resulted to five teacher-respondents. The themes that emerged were: (1) Teaching in SRPPF is more fulfilling; (2) Resources for teaching are well-provided; (3) PDLs who are not motivated to study is a challenge; (4) Feeling of security in teaching PDLs exist; (5) ALS is effective to PDLs. (1) The lived experiences of the five teacher-participants in the school are very challenging, yet they are still able to cope up with the demands in teaching Persons Deprived with Liberty (PDL). (2) The school is in need of additional manpower resources for teaching. (3) The school has best potentials in dealing with the rehabilitation of PDLs through education in the implementation of Alternative Learning System. It is hoped that the deficiencies in the implementation of the Alternative Learning System in the school will be addressed by the concerned agencies and officials and be given attention as far as prison rehabilitation is concerned.

Keywords: Alternative Learning System, Prison Education, Adult Learning, Phenomenology.

1. Introduction

Education is one of the main concerns of Filipinos. It maintains its importance in the core of Philippine politics, economic, social, and cultural life. It has been the pillar of national development and the primary avenue for stable social and economic stability. Education has played and is still playing a vital role in the lives of many. It is believed that through education, one has the capacity to be better in many aspects including physical, moral, spiritual, and even the economical aspect of a person. When one is equipped with the right education, one has the capacity to become an asset in a society. Education will always be a ground for one's success and the society at large. It is a basic human right that no one should be denied of. It plays as a significant factor in the development of a society (Graham, 2017).

Every Filipino has the right to education. This is stated on the 1987 Constitution of the Philippines. It is provided 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 education accessible to all". Unfortunately, though education in the Philippines is cheap, if not free, not all has been given the chance to be educated due to many circumstances that is beyond the person's control. To answer the need of giving access to Filipinos the education that they deserve, Alternative Learning System (ALS) was established. The purpose of the Alternative Learning System is to produce Filipinos equipped with basic education. It is a way to provide them access that will fit their unique needs

and current situations in their lives. The ALS is a parallel learning system that aims to provide an alternate to the current academic instruction which is formally implemented. It will cover both the non-formal and informal acquisition of knowledge, attitudes, skills, and habits (RA 9155, section 1.4.j, 2001). The ALS program is an alternative mode of education to include: a) Basic Learning Program (BLP); b) Accreditation and Equivalency (A&E); and c) Informal Education (InfEd).

It was in 2004 when the Bureau of Non-Formal Education (BNFE) of department of Education was named again as Bureau of Alternative Learning System (BALS). This was realized by the virtue of an Executive order numbered 356. This aimed to response to the need of a more systematic and an approach which is flexible in reaching out the different types of students that are beyond the school system which is considered formal. As such, it has defined again the mandate to strengthen the function of the said bureau which is to ensure that the learning needs of the marginalized will be addressed for them to be at par with the rest of the productive citizens of the community. Since then, the BALS shall be regarded as a partner to make its products equal to those who have earned education in the formal system in the Philippine education. Programs such as Indigenous People's Education Program, "Balik-Paaralan Para sa Out-of-School Adult", Family Basic Literacy Program, and Mobile Literacy Program were initiated (DepEd, 2016).

There are noted researches and journals online that studies on prison education, but most of them are on a foreign land setting. In the Philippines, Department of Education and the Bureau of Corrections have mutually agreed to institutionalize their educational partnership in all of seven penal institutions, namely: Muntinlupa, Sablayan, Iwahig, CIW, Leyte, Davao, and the San Ramon Penal Farm. This is for them to further improve the services, facilities, materials, and opportunities to inmates and in the professionalization of the learning teachers therein. The mandate of Department of Justice (DOJ)- Bureau of Corrections (BuCor) shall provide reformation which will be instituted for the inmates in the following aspect: moral and spiritual, work and livelihood, sports and recreation, health and welfare, behavior modification, and education and training (RA 10575, Section 4.).

It is for this reason that the researcher embarks in this study, because he wants to relay the teaching practices and explore the phenomenon of the educators in the San Ramon Elementary School-Annex in San Ramon Penal Farm in the context of rehabilitation through education. We may conceive the idea that the lived experiences of this phenomenon would show the importance of the educators in the San Ramon Elementary School-Annex given that they are instruments in honing and making the lives of the inmates easier. The researcher believes that this will be one of the ways in developing the lives of the inmates while they are in the penal farm and when they will be set free in the community when they regain their freedom and rejoin their family. Hence, this phenomenology is geared towards exploring and understanding of the experiences of the respondents- the Prisoner's Educators.

2. Objectives of the Study

The purpose of the study is to report the lived experiences of the teachers in San Ramon Elementary School-Annex. Specifically, this study focused on the following objectives:

1. to describe the lived experiences of the teachers in San Ramon Elementary School-Annex;
2. to establish the status, problems and prospect of the San Ramon Elementary School-Annex; and
3. to draw significant implications to improve the San Ramon Elementary School-Annex.

3. Methodology

Research design

This paper is a qualitative type of research employing phenomenological research. To determine and at the same time describe what on the experience means for those who lived it is the main purpose of Phenomenological research (Creswell, 1998). According to Van Manen (1990), the Phenomenology aims to provide descriptions of the basic lived experiences and simultaneously dig out the meaning of the said experiences without the need of giving explanations which are causal or generalizations which are interpretive.

In this research, the lived experiences of the prison educators in the San Ramon Elementary School-Annex in San Ramon Prison and Penal farm will be magnified and will be given voices so their experiences will be heard. The operation of the school is mandated under the Memorandum of Agreement by the parties; Department of Education (DepEd) and in coordination with Bureau of Correction (BuCor). Creswell (1998) suggested that studies on Phenomenology attempts to know the core and meaningful essence of an experience. The main focus is placed on determining the intentionality of image, consciousness, and meaning of a certain phenomenon that is being studied. These are based on individual descriptions, universal meaning or general meaning. The experiences' structure is being referred to as the notion that underlying structures exist on all experiences. The structure of the experiences refers to the notion that all experiences have an underlying structure.

The emphasis of this study is definite to the lived experiences of the San Ramon Elementary School-Annex in San Ramon Penal Farm. Subsequently, Phenomenological research is geared to giving voice to the experience being describes (Van Mannen, 1990). It is most fitting method for the purpose of this research, as is the essence of any phenomenological research study is to transform the lived experiences of the participants into textual experience, but also the connotation derived from the experience.

4. Method of Data Collection

A non-probability purposive sampling design was utilized in the study. The researcher chose the participants because of the need for experts. The size of the sample was controlled by saturation of information, which means the point at which repetition or confirmation of previously collected data occurs, thus there is no specific number of participants (Streubert Speziale & Carpenter 2003:25). The design was chosen because the researcher wanted to advance a rich or dense report of experiences regarding teaching of teachers in San Ramon Penal Farm. Purposive design will provide cases rich in information for in-depth study.

The main guiding research question for this study was “How do you describe your experiences as teachers of prisoners?”, while the following are sample questions for the interview and Focus Group Discussion: Why did you decide to be in the teaching profession? Did you have any other teaching experiences prior to this school? What is the difference in teaching children compared to teaching adults? Describe how effective is Alternative Learning System in teaching adults? What are your insights regarding the San Ramon Elementary School-Annex in San Ramon Penal Farm? In what ways do you think can San Ramon Elementary School-Annex affect your teaching career? What influence does teaching inmates contribute in your development as a teacher? How will you compare your teaching styles in teaching children and adults, specifically prisoners? If you will be transferred to other school, what will be your edge considering that you taught prisoners? How will you describe your over-all experience in this Penal Farm? What are some of the problems or challenges that you have encountered and what intervention did you come up with?

5. Result and Discussion

The purpose of this study was to report the lived experiences in the San Ramon Elementary School-Annex in San Ramon Prison and Penal Farm. As a Phenomenological study, the goal was to describe the lived experiences of the teachers in San Ramon Elementary School- Annex, to establish the status, problems and prospect of the San Ramon Elementary School-Annex, and to draw significant implications to improve the San Ramon Elementary School-Annex. Purposeful sampling and willingness to participate eventually resulted in a research population of five participants.

Themes were identified by following the established protocols of horizontalization, clustering, and convergence. Horizontalization was accompanied by identifying and highlighting comments and attitudes about their lived experiences in San Ramon Elementary School-Annex. Similar comments and attitudes were clustered together for further review. From a convergence of these clusters of meaning, the following themes emerged: (1) Teaching in SRPPF is more fulfilling; (2) Resources for teaching are well-provided; (3) PDLs who are not motivated to study is a challenge; (4) Feeling of security in teaching PDLs exist; (5) ALS is effective to PDLs.

Theme 1: Teaching in SRPPF is more fulfilling

Majority among the teacher participants in the study has manifested that teaching in San Ramon Elementary School-Annex in San Ramon Prison and Penal Farm is more fulfilling compared to the previous school or job they were assigned to. They have comparisons because they themselves have experienced how is it to work in a regular school offering the formal education compared to the Alternative Learning System that was implemented in 2015 in the said school. They do not mean to compare the feeling of fulfillment in teaching children than teaching adults, specifically prisoners.

Most of them felt at ease knowing the fact they will be assigned to the said school. It is because they already have knowledge on how the school is, its environment and its system. While the others are already from the barangay itself and most of their relatives have been already working in the Penal Farm as Superintendent, Administrators, and Prison Guards. In addition to that, teachers felt a deeper connection and attachment to the prisoners which made them feel the fulfillment of being a teacher, not just simply a teacher, but a teacher to prisoners. Teacher 1 said,

“Mas na ano na po ako dito mas na enjoy ako dito kasi dito parang andito lahat yung parang nandito lahat ng ano niyo yung buhay niyo na makikita niyo na kung paano paano yung naging buhay nila paano sila bakit sila hindi nakapagtapos ng pag aaral parang na nadadala yung ano niyo po kaya para doon yung loob niyo parang gusto niyo talaga silang tutukan tuunan ng pansin para mapabago po yung...”

Teaching has always been the noblest profession considered at all times. Without teachers, there will be no other profession that will be created. Teaching in fact is considered to be the profession of all professions. This mindset has been an additional reason why teaching prisoners for them is more fulfilling than teaching children. In the formal education, it will take years for them to see the result, but in the Alternative Learning System, once the prisoner has been very committed to the reformation and rehabilitation through education, results may be seen as soon as the prisoner is given their freedom. It is the observation of Teacher 4 that when a prisoner regains its freedom, there is a deep feeling of fulfillment that he feels in him knowing the fact that he has been part of the reformation process of the prisoner. Teacher 4 said,

“So ibig sabihin progressing na yung – yung program. Why? Kasi may mga results, may mga – we have nurses now, we have teachers, we have engineers, coming from alternative learning system.”

Zoukis (2017) pointed out that most of the educators of prisoners are always mindful and careful of what are the reasons behind why these prisoners are in the prison. But at the back of their minds, they are more mindful that these the same people will go back outside to the society once they are being freed. Thus, the educators need to be more aggressive in the idea that they need to do better each day so these prisoners when given freedom will not only be mindful and will care for themselves but also the welfare of their families and relatives once he will rejoin them. Flourishment of education in the bars will be possible only when there are dedicated and fulfilled educators.

Theme 2: Resources for teaching are well-provided

The term resources might have a wide coverage of meaning. It may include the physical resources such as the edifice, the room itself, teaching materials, and so on. In a wider coverage, the resources could also mean the ability and skills of the teacher and of course the time that he has to dedicate for better learning. In this context, the resources that are being referred to are those that are physical, such as chalk, books, and other teaching materials.

We cannot deny the fact that however effective the teacher is in teaching, it is always best to be partnered with enough teaching resources. It is fortunate that in this scenario, the agencies concerned are actually providing enough teaching materials for the teachers as well as the prisoners. Though the building used as classroom in San Ramon Prison and Penal Farm is quite dilapidated considering that the Penal Farm is the oldest among the Penal Farms that are under the jurisdiction of the Bureau of Corrections, the resources for teaching are well-provided. It is imperative that the teachers too will have to make sure that all materials are requested ahead of time to avoid any delays. When Teacher 3 was asked about the teaching resources, she said that,

“Pero pag before the opening of the classes, we are very abundant pag dating sa mga gamit, resources, kumpleto lahat”

To further cater to the increasing demands of learners, the technology-driven way of teaching is also being taken-care of the administration. Technology plays a vital role in the process of teaching for teachers and the process of learning for students. It will make the teaching and learning process more enjoyable and fun. Moreover, it is an assurance than when technology is used as an intervention in the teaching and learning process, teaching stress of the teacher will decrease and the learning capacity of the learners will increase. Thus, when Teacher 4 was asked regarding the teaching materials and resources and what can he further suggest to the administration, he said,

“Ahhh yes oo, enough na man din yung – yung resources.. they have their mini library tapos we are proposing para sa ano.. yung ICT.”

The findings of this theme are in cognizant with the study of Okongo, et al. (2015) which is entitled “Effect of Availability of Teaching and Learning Resources on the Implementation of Inclusive Education in Pre-School Centers in Nyamira North Sub-County, Nyamira County, Kenya.” According to the study, there has been a lack of teaching materials at the pre-school centers on Nyamira North-Sub County. It was further concluded that lack of adequate teaching and learning resources affects the implementation of inclusive education in pre-school centers. But in the case of the San Ramon Elementary School-Annex, it is the otherwise. It is noted that teaching materials are of essence to the teachers as well as the learners. The availability of resources towards the implementation of the Alternative Learning System will enhance reformation and rehabilitation through education of the prisoners and will realize the goals and objectives of the joint and collaborative efforts of the Department of Justice, Bureau of Corrections, and the Department of Education.

Theme 3: PDLs who are not motivated to study is a challenge

Motivation has been gaining a lot of issues when it comes to teaching and learning process. It is undeniably one of the crucial factors that can make or even break a teaching-learning process. Motivation is believed to be categorized into two: Extrinsic and Intrinsic. The former is characterized as the provision of incentive to let the students engage in the learning process, while the latter part is characterized that which that comes from within.

Considering the fact that the clientele of our teachers in San Ramon Elementary School-Annex are the prisoners, our teachers are engulfed in the sea of difficulty when it comes to motivating the prisoners to join the program. It was only in 2015 that the Alternative Learning System was implemented in the said school. Prior to it, they employ the formal education which seemed to be ineffective due to many dropouts of prisoner-students. Mostly, the prisoners will reason out that they are old enough to finish education and that education will be of no use to them considering the stigma that is attached to them even if they regain liberty. Aside from that, many prisoners would engage themselves in small-time business inside the penal farm just to be able to supply to their needs. Needs such as their hygiene necessities, food, and little amount of money which they can give to their relatives when their relatives will visit them.

Teacher 3 shared that it will be a struggle to let students attend class even when she temporarily dismissed them. These prisoners will ought not to attend anymore because of the opportunity that they can get when they will attend to their small-time business inside the Penal Farm. Clearly, the prisoners do not realize the long-time benefit that the program will offer them. When Teacher 3 was asked about the issue, she said,

“...once you release a student, once you tell them na “Okay you may now go.” you will have hard time calling them back again. Because they have different ahm... diskartes. Pag sinabing diskarte they are looking for money. Naghahanap ng mapagkakakitaan. Ah so yun ang kalaban namin, so challenge for me is how to motivate them to go back.”

With the love and dedication of Teacher 2 in teaching the prisoners, there were no challenge that has not been addressed by, and found solutions by him. With his determination to let the prisoners attend, he thought of explaining clearly in a way that the prisoners will understand what the program is all about and what benefit that they can get from it. With the shorter time that the prisoner will engage in to receive his diploma, the prisoners were enlightened about the program. At this point, Teacher 2 was successful. He said,

“...mahirap talaga yung pinagdaanan namin paano namin i-convince yung mga estdyante na mag aral, pero etong ALS ngayon noong pinaliwanag namin sa kanila kung paano yung ALS, so ang daming gusting mag enroll kasi yung ALS kasi Sir is ten months program and then after that kuha sila ng exam, A and E, Accreditation and Equivalency, so marami na Sir ang nag eenroll dahil tingin nila kaya talaga nila kasi time ba ahhh... hinde na masyado mahaba ang yung panahon/na mag aaral sila...”

Smith (2008) posited that it is the primary role of the teachers to assist the learners in moving towards the mission. As the teachers develop their own motivational presence that is anchored by their professionalism, their skills will continuously develop in stimulating motivation in each of the students. In the context of my study, it is evident that the teachers became mindful of this role that they have exerted effort to let the student-prisoners realized the importance of the program as it will bring betterment in their lives when they will regain liberty and rejoin their families.

Theme 4: Feeling of security in teaching PDLs exist

No College of Education student would think that he will be teaching prisoners in the future. Every college student would always imagine teaching in a very prestigious public or private school, following the formal education prescribed by the Department of Education. With children as students and in a very usual and formal setting of classroom in the Philippines. It will be quite a nightmare for quite some time for a teacher to think when he realized that will be assigned to teach adults, more so, prisoners.

Prison Education is the backbone of rehabilitation in a prison community. It is a central program from where all significant programs may evolve. With the Alternative Learning System, mobile teachers and as well as teachers themselves from the school where Prison Education is present, made it possible for teachers to reach out to those who are deprived of liberty and at the same time experienced inaccessibility to education in the Philippines. This is a very wise move for the Bureau of Corrections and the Department of Education. As the purpose of education is to reach out even to those who are deprived of liberty.

The fact that the clientele of our teachers in the said school are prisoners, this will develop an idea of being not secure. But, in the context of my study, security of our teachers while teaching the inmates is not an issue. It is helpful that teachers will develop a relationship to the prisoners such that they will be able to win the trust of the prisoners. Most of the time, when an elder female teacher will be their teacher, the prisoners will consider her already as an older sister or if not, a mother to them. This is what Teacher 1 has said when asked about security issues. She said,

“Parang kapatid lang po yung treatment naming po. Pag oras po ng klase talagang may disiplina pero pag open na po yung tapos na ang klase parang wala lang po. Parang kapatid lang yung ano naming, yung turing naming sa kanila... Kapatid, ahh kaibigan, minsan nanay na, minsan yung may mas matanda pa sa amin sa amin parang anak na nag aadvise, ganun po...”

The feeling of being familiar with the place also helped in minimizing the fear of teaching prisoners. It is common to the teachers in the said school that they have grown already in the vicinity of the Penal Farm and it is already familiar to them. More so, that many from their parents and relatives were and are working the Penal farm. Similar to the case of Teacher 3 when asked about apprehensions knowing that she will be assigned in teaching in the said school, she did not mention anything about security, but instead she became more concerned on can she be an effective teacher to the students and maintain that efficacy. Teacher 3 said,

“My mother is from here and then ahm the brothers of my mother is working here as prison guard. and my brother as well is a prison guard here...So... When I applied for – for the item I already know that I will be teaching, because the item is really Teacher 1. So I already know that I will be teaching ahm the only thing lang na pumasok sa isip ko is “Kaya ko ba?” hahaha...Kasi I will be dealing with adults, not with children, not with special children...”

Grounded on the interpretation based on the interviews made, it is clearly related by the interviewees that they faced no problems regarding security. There could many reasons why and one of them is the respect and authority that the prisoners manifest to the teachers. The prisoners know that these teachers will be instruments for their rehabilitation through education and at the same time will benefit them when they be freed and rejoin their family members. Moreover, as revealed by Teacher 3, the prisoners are more concerned of the current condition of Teacher 3 because she is pregnant. They always bear in mind that women need to be respected. Lastly, these prisoners are somehow “changed persons” already. Because they follow rules and regulations of

the teachers. If they do the otherwise, they are aware of its consequences, and one of them is the “bartolina”.

Ozmen, et. al. (2010) emphasized that whenever a security problem will arise in school, it is imperative to diagnose the problem at the first hand and then search for a system to address the problem with a wide solution. This must be based on the views of the teachers themselves and the administration concerned. In the context of my study, it is already given that the Penal Farm already employs maximum security. The maximum security is enjoyed both by the prisoners themselves and the teachers and mobile teachers who access to go in and out of the colony.

Theme 5: ALS is effective to PDLs

DepEd’s mandate is to establish schools and learning centers, and other school facilities where the out-of-school youth and adult learners are provided with alternative learning programs and receive accreditation at least the equivalent of an elementary or a high school education (RA 9155, section 1.3.vii, 2001). Moreover, it is mandated to provide the school age population and young adults with basic education that will equip them with skills, knowledge and values become caring, self-reliant, productive and patriotic citizens. Furthermore, consistent with the aforementioned mandate, the DepEd, administers the ALS that seeks to help out-of-school youth and adult, industry-based workers, people with disabilities, rebels, member of the cultural minorities, children in the conflict-stricken areas, inmates, and other people who, for one reason or another, cannot afford to go through formal schooling.

To answer the need of giving access to Filipinos the education that they deserve, Alternative Learning System (ALS) was established. Its aim is to provide all Filipinos the chance to have access and complete their basic education in a way that fits their distinct situations and needs. The ALS is a parallel learning system that aims to provide a viable alternative to the existing formal educational instruction. It encompasses both the non-formal and informal sources of knowledge and skills (RA 9155, section 1.4.j, 2001). The ALS program is an alternative mode of education to include: a) Basic Learning Program (BLP); b) Accreditation and Equivalency (A&E); and c) Informal Education (InfEd). Upon its implementation in 2015 in San Ramon Elementary School Annex, it has been a great start for them because there have been notable changes that happened to the prisoners. According to Teacher 5, the Alternative Learning System was effective for them because the program is student-centered. Furthermore, Teacher 5 said,

“...it makes the lesson easier, more comprehensive, active- actually, sa ALS sir it’s very ‘student-centered’, more of them to understand, explain in their own way, so I think ours is more effective that what we had before in the regular, this is more on the student –centered eh...”

A program is said to be effective when it continually progresses. It was 2004 when Alternative Learning System was implemented but it was only in 2015 that the program was implemented in San Ramon Elementary School-Annex. Despite the time, looking at the city-wide perspective, the reception to the program manifest success. Even up to present times, Alternative Learning System has been continually progressing, not just in the San Ramon Elementary School-Annex but also to the Bureau of Jail Management and Penology, Vitali, and Canelar Moret Learning Center. Number of mobile teachers are also increasing. This is a manifestation that many teachers have big trust on the goals and thrusts of Department of Education through the Alternative Learning System. According to Teacher 4 when asked about if the program is effective, he said,

“Yeah... Because ahh... proud to say, we started in Zamboanga City ahh the pioneer group. I myself and one in Vitali, assigned sa Vitali. Because our - of our effort, lumago yung Alternative Learning System, we started 2004 tapos ngayon sa Zamboanga City, from 2 mobile teachers, naging 11 na kami. So ibig sabihin progressing na yung – yung program. Why? Kasi may mga results, may mga – we have nurses now, we have teachers, we have engineers, coming from alternative learning system.”

This finding agrees to what Williams (2011) has concluded in his study. Although the two studies may have different setting, the education in prison has the same goals and objectives which is to make the lives of the prisoners better when they will rejoin their families and relatives. According to the study, although there are many aspects that are beyond the teacher’s control specifically on prison regime, there will be some that can be developed by the education department. This will only be possible if in case the administration will exert effort in knowing comprehensively the knowledge of prison, the nature of the prisoners as learners, and the development of personalized yet collaborative approaches to teaching and learning process of the teachers and the students.

Conclusion

Below are the conclusions based on the findings of the study.

1. The lived experiences of the five teacher-participants at San Ramon Elementary School-Annex in San Ramon Prison and Penal Farm are very challenging, yet they are still able to cope up with the demands in teaching Persons Deprived with Liberty (PDL). Despite the stigma regarding security, the teacher feels very safe and secured when imparting their knowledge to the PDLs. The teachers had similar feelings of fulfilment and gratefulness that they are teaching in the said school. They are able to provide what is asked of them as instrument in renewing the condemned life of the PDLs.
2. San Ramon Elementary School-Annex in San Ramon Prison and Penal Farm is in need of additional manpower resources for teaching. It is clearly manifested that they have less teachers and thus need more to further enhance the implementation of the Alternative Learning System which is proven to be more effective than the regular formal education being offered before.
3. San Ramon Elementary School-Annex in San Ramon Prison and Penal Farm has the best potentials in dealing with the rehabilitation of PDLs through education in the implementation of Alternative Learning System. With the collaboration of the Department of Justice, Bureau of Corrections, and Department of Education, a second chance for the prisoners will be possible for them to become, once again, assets of the society and to be at par with the professionals that the Formal Education has produced.

It is hoped that the deficiencies in the implementation of the Alternative Learning System in San Ramon Elementary School-Annex in San Ramon Prison and Penal Farm will be addressed by the concerned agencies and officials and be given attention as far as prison rehabilitation is concerned. This will be a realization in renewing the condemned and full of stigma life of prisoners.

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