

Assessing Literacy Skills Training Needs of Persons Deprived of Liberty: A Study in a City in Region 8, Philippines

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Abstract: This study explores the relationship between demographic and contextual factors (age, sex, length of incarceration, and educational background) and the literacy skills training needs of Persons Deprived of Liberty (PDL) in a City in Region 8, Philippines. A total of 80 participants, actively enrolled in literacy programs within correctional facilities, were included in the study. The primary objective is to inform the design of effective literacy training programs, contributing to an extension program to be implemented for the 2025 Lifelong Learning framework. The findings revealed significant variations in literacy training needs based on participants' educational backgrounds, with high demand for digital literacy, spoken communication, and vocabulary proficiency. In contrast, factors such as age, sex, and length of incarceration showed no significant correlation with literacy training needs. Most respondents had educational backgrounds of high school or lower, emphasizing the need for tailored programs that address both foundational and advanced literacy skills. Based on these findings, the study recommends developing literacy programs that prioritize inclusivity and adaptability, integrating digital tools and contextual learning to enhance post-incarceration employability and societal reintegration.

1. Introduction

Education serves as a transformative force, particularly within marginalized and underserved populations such as Persons Deprived of Liberty (PDL). In the Philippines, the educational track of PDL reflects broader societal challenges, including limited access to quality education and the impacts of poverty and systemic inequality (De Castro et al., 2021). These challenges are even more pronounced in rural correctional facilities, where resource constraints and infrastructural limitations exacerbate

disparities in learning opportunities (UNESCO, 2018; Smith, 2020). Despite these obstacles, literacy and adult education programs in prisons hold immense potential for rehabilitation, personal development, and social reintegration.

Globally, several countries have implemented innovative best practices in correctional education that can serve as models for the Philippines. Norway, for instance, emphasizes a human-rights-based approach in its correctional education system. Inmates receive education equivalent to what is offered in mainstream society, focusing on

reintegration and personal development (Prison Education Trust, 2021). Similarly, Germany prioritizes vocational training within its prisons, equipping inmates with practical skills that enhance employability upon release (UNODC, 2021).

The United States, through its Second Chance Pell Grant initiative, provides financial aid to incarcerated individuals for postsecondary education, demonstrating how policy support can increase access to quality education (Davis et al., 2013). Likewise, the United Kingdom has integrated digital literacy programs in prisons, enabling inmates to acquire critical skills needed in an increasingly digital world (Bayliss, 2003). These examples underscore the importance of aligning correctional education programs with broader societal needs and technological advancements.

In the Philippine context, efforts by the Bureau of Jail Management and Penology (BJMP) and other governmental organizations like the Department of Education's Alternative Learning System (ALS) aim to address literacy gaps among PDL (Cayabas et al., 2023). However, resource limitations and contextual barriers often constrain these initiatives, highlighting the need for evidence-based strategies that draw from global best practices while addressing local realities (Domingo et al., 2022). Programs such as UNESCO's Education for All and the United Nations Office on Drugs and Crime (UNODC) guidelines emphasize the importance of tailoring literacy programs to the unique needs of incarcerated individuals, reinforcing the role of education in achieving sustainable development and social equity (UNESCO, 2018; UNODC, 2021).

Merriam and Bierema (2014) emphasize that by exploring the relationships

between demographic and contextual factors (age, sex, length of incarceration, and educational background) and literacy skills training needs, the study specifically investigates how these factors influence the literacy skills training needs of PDL, based on this and the literature review. Thus, this study aims to optimize program design and delivery, ensuring equitable access to education within correctional facilities.

2. Objectives

This study analyzed the relationship between demographic and contextual factors (age, sex, length of time in the prison facility, and educational background) and the literacy skills training needs of Persons Deprived of Liberty (PDL) to inform the design of effective literacy training programs, serving as a foundation for the 2025 Lifelong Learning framework.

It specifically sought to:

- a. examine the demographic and contextual characteristics of Persons Deprived of Liberty (PDL), including factors such as age, sex, length of time in the prison facility, and educational background;
- b. evaluate the literacy skills training needs of PDL across various essential skill areas, and
- c. analyze the relationship between demographic and contextual factors and the identified literacy skills training needs of PDL.

Hypothesis

Demographic and contextual factors (age, sex, length of time in the prison facility, and educational background) do not have a significant relationship with the literacy skills training needs of Persons Deprived of Liberty (PDL).

3. Methodology

3.1 Research Design

This study employed a quantitative descriptive-correlational research design to explore the literacy skills training needs of Persons Deprived of Liberty (PDL) and their relationships with demographic and contextual factors, such as age, sex, length of time in the prison facility, and educational background. The design allowed for the collection of measurable data to assess training needs and examine correlations between variables.

3.2. Research Instrument

The data for the study was gathered using structured survey questionnaires and observations. The survey questionnaire, adapted from UNESCO (2018), was designed to collect demographic information and assess literacy skills training needs among Persons Deprived of Liberty (PDL). As the questionnaire is publicly available and widely used by agencies globally, including those working in adult education and corrections, it is recognized for its reliability and validity.

Observations of program sessions were conducted to provide contextual insights and enhance the interpretation of quantitative findings. To ensure the instrument's relevance and clarity for the specific population, it was reviewed by experts in literacy education and corrections. This process ensured the appropriateness of the tools for accurately capturing data aligned with the study objectives.

3.3 Research Sample

The study employed a purposive sampling approach to select participants, focusing on individuals who were actively enrolled in literacy training programs within the correctional facilities. Selection criteria included varied lengths of incarceration and a demonstrated willingness to participate in the study. This method ensured the inclusion of participants with diverse demographic and

contextual backgrounds relevant to the research objectives. A total of 80 Persons Deprived of Liberty (PDL) from a City in Region 8 were recruited, providing a well-rounded representation to support comprehensive analysis and insights.

3.4 Data Gathering Procedure

The data gathering procedure began with thorough preparation, including obtaining ethical approvals from institutional review boards and correctional authorities to ensure compliance with ethical standards. The instruments, including the survey questionnaire adapted from UNESCO (2018), were validated and refined before data collection.

Respondents were recruited in coordination with the Bureau of Jail Management and Penology (BJMP), ensuring the selection of eligible individuals actively participating in literacy programs. The survey questionnaires, originally in English, were translated orally to the respondents during the collection phase, with assistance from language teachers to ensure accurate understanding. Data collection was conducted in a one-to-one ratio across eight batches, allowing for personalized interaction and thorough responses, ensuring the reliability and accuracy of the gathered data.

3.5 Data Analysis

Data analysis involved a systematic approach to interpret the collected data and address the study's objectives. Descriptive statistics, including mean, standard deviation, frequencies, and percentages, were employed to summarize the respondents' demographic profiles and literacy skills training needs. To examine relationships between demographic variables (age, sex, length of time in prison, and educational background) and literacy skills training needs, Spearman's rho correlation analysis was utilized.

The Shapiro-Wilk test was used to assess normality, indicating non-normal distributions across all variables.

Consequently, non-parametric statistical methods were employed to ensure reliable and valid analysis. This approach offered valuable insights into factors influencing literacy skills training needs among Persons Deprived of Liberty (PDL). Table 1 shows

the Shapiro-Wilk test results for the study variables. A p-value below 0.05 confirms that the data deviate from a normal distribution.

Table 1

Normality Assumptions of Study Variables

Groups	Valid	Shapiro-Wilk Test	Distribution Type
Age	80	0.955 (Stat), p = 0.007	Non-Normal
Sex	80	0.343 (Stat), p = <0.001	Non-Normal
Length of time in prison facility	80	0.723 (Stat), p = <0.001	Non-Normal
Educational Background	80	0.871 (Stat), p = <0.001	Non-Normal
Skill 1 – Understanding and interpreting written texts, including identifying main ideas, details, and making inferences.	80	0.846 (Stat), p = <0.001	Non-Normal
Skill 2 – Writing clear, concise, and organized text for practical purposes, such as filling out forms, writing letters, or creating reports.	80	0.845 (Stat), p = <0.001	Non-Normal
Skill 3 – Expressing thoughts, ideas, and information clearly and effectively through spoken language.	80	0.887 (Stat), p = <0.001	Non-Normal
Skill 4 – Analyzing, evaluating, and synthesizing information to make informed decisions or solve problems.	80	0.895 (Stat), p = <0.001	Non-Normal
Skill 5 – Using digital tools and platforms, such as computers, smartphones, and the internet, to access, evaluate and communicate information.	80	0.836 (Stat), p = <0.001	Non-Normal
Skill 6 – Attentively listening, comprehending, and responding appropriately to spoken information and instructions.	80	0.882 (Stat), p = <0.001	Non-Normal
Skill 7 – Accurately recalling specific information or instructions from spoken language.	80	0.883 (Stat), p = <0.001	Non-Normal
Skill 8 – Effectively communicating ideas and information to an audience in a structure and confident manner.	80	0.870 (Stat), p = <0.001	Non-Normal
Skill 9 – Understanding and using a broad range of words and phrases in both spoken and written communication.	80	0.823 (Stat), p = <0.001	Non-Normal
Skill 10 – Expressing ideas, emotions, and stories in a written format using imagination and originality	80	0.866 (Stat), p = <0.001	Non-Normal

The results show that all variables, including demographic factors (age, sex, length of time in prison, and educational background) and the 10 literacy skills assessed in the study, exhibit non-normal distributions, as indicated by their p-values all being less than 0.05. This suggests that the data for these variables do not adhere to a normal distribution and may require the use of non-parametric statistical methods for further analysis. Specifically, the p-values for all variables and skills are reported as being less than 0.001, confirming the non-normal nature of the data.

As a general rule, non-normal distributions require careful consideration when applying statistical methods, as traditional parametric tests assume normality. This finding implies that non-parametric methods, such as Spearman's rho correlation analysis, were appropriate for analyzing the data in this study.

3.6 Ethical Considerations

Ethical considerations were prioritized to protect participants' rights and well-being. Informed consent was obtained after explaining the study's objectives and procedures, with participation being voluntary. Confidentiality was ensured using pseudonyms and secure data storage. The study received ethical approval from

institutional review boards and correctional authorities, with ongoing monitoring to maintain ethical standards. This framework ensured a responsible and respectful research process.

4. Results and Discussion

4.1 Demographic Contextualized Factors

4.1.1 Respondents' Age and Sex

Table 2 shows the age distribution of respondents, with 15% aged 51 and above and 33.75% in the 31–40 age group. Females are underrepresented, comprising only 10% of the population, with just one in the older age group. These disparities highlight the need to tailor literacy programs to address varying needs and engagement levels (Knowles et al., 2014).

The demographic disparities among Persons Deprived of Liberty (PDL) highlight the need for targeted literacy programs. Institutions working with PDL should focus on inclusive strategies that address the challenges faced by underrepresented groups. Flexible schedules, tailored content, and inclusive approaches can improve participation and enhance program effectiveness.

Table 2

Respondents' Age

Age Range	Sex		Female (f)	Percentage %	Total (f)	Percentage %
	Male (f)	Percentage %				
20 – 30 years old	16	20.00	2	2.50	18	22.50
31 – 40 years old	25	31.25	2	2.50	27	33.75
41 – 50 years old	21	26.25	2	2.50	23	28.75
51 – 60 years old	4	5.00	1	1.25	5	6.25
Above 60 years old	6	7.50	1	1.25	7	8.75
Total	72	90.00	8	10.00	80	100.00
Mean	39.9 years old		43.7 years old		40.5 years old	
SD	11.34 years		12.11 years		11.4 years	

4.1.2 Respondents’ Length of Time in Prison Facility

Table 3 shows the respondents’ length of time in the prison facility, with 51.25% having been incarcerated for 1–3 years, while only 1.25% have spent more than 9 years in the facility. The average length of incarceration is 1.96 years (SD = 2.12), indicating that most respondents have relatively short durations of stay. This finding suggests a need for literacy programs that accommodate varying incarceration periods, with a focus on providing rapid skill acquisition for those with shorter stays (UNODC, 2021).

The high proportion of respondents with shorter incarceration periods implies the necessity of literacy programs that are concise yet effective, enabling participants to acquire practical skills within limited

timeframes. For those with longer stays, more in-depth programs could be implemented to foster sustained development. Institutions working with Persons Deprived of Liberty (PDL), such as the Bureau of Jail Management and Penology (BJMP), should collaborate with academic and non-governmental organizations to create programs tailored to the diverse needs of this population. Such initiatives align with global efforts to enhance the educational opportunities and reintegration prospects of incarcerated individuals (Council of Europe, 2019).

4.1.3 Respondents’ Educational Background

Table 4 shows that the majority of respondents (46.25%) have attained a high school education, while only 2.50% reported no formal education. The lowest

Table 3

Respondents’ Length of Time in Prison Facility

Length of Time (in year)	Total (f)	Percentage (%)
Less than a year	29	36.25
1 – 3 years	41	51.25
4 – 6 years	4	5.00
7 – 9 years	5	6.25
More than 9 years	1	1.25
Total	80	100.00
Average		1.96 years
SD		2.12 years

Table 4

Respondents’ Educational Background

Educational Background	Total (f)	Percentage (%)
No Formal Education	2	2.50
Elementary Level	21	26.25
High School Level	37	46.25
College Level	19	23.75
Vocational Training	1	1.25
Total	80	100.00

representation is among those with vocational training, at 1.25%. These findings highlight predominantly low- to middle-level educational attainment among Persons Deprived of Liberty (PDL), which can influence their ability to engage with literacy and skill-based training programs.

To address the educational disparities among Persons Deprived of Liberty (PDL), interventions should focus on foundational skills and practical applications that align with the educational background of most PDLs. With the majority having high school or lower educational attainment, literacy programs should target basic reading, writing, comprehension, and functional skills for daily life, such as understanding legal documents and filling out forms. These programs will equip PDLs with the essential skills for personal development and reintegration into society.

Collaboration between the Bureau of Jail Management and Penology (BJMP), academic institutions, and literacy advocates is crucial to create modular, contextually relevant programs. Additionally, targeted outreach and preparatory modules are necessary for individuals with minimal or no formal education. By bridging knowledge gaps, these efforts will ensure that all PDLs have access to inclusive educational opportunities, preparing them for successful reintegration.

4.2 Respondents' Literacy Skills Training Needs

Table 5 presents the self-assessed literacy skills training needs of Persons Deprived of Liberty (PDL), showing an overall mean score of 3.38 (SD = 1.09), indicating that most literacy skills are perceived as "Moderately Needed." However, some specific skills, including expressing thoughts effectively through spoken language (3.43), using digital tools and platforms (3.64), and understanding a broad range of words and phrases (3.59), were rated as "Highly Needed." This highlights the growing importance of digital literacy and

communication skills for PDLs, particularly as these competencies play a critical role in their successful reintegration into society (UNESCO, 2018; UNODC, 2021).

The findings suggest that literacy training programs should prioritize the development of digital literacy and spoken communication skills, as they are seen as essential for personal and social growth. With the increasing reliance on technology in various aspects of life, equipping PDLs with digital literacy skills will enhance their employability and facilitate their adaptation to post-incarceration life. Moreover, communication skills, particularly in spoken language, are crucial for effective interaction in social, professional, and educational settings.

While digital literacy and communication skills emerged as the most critical, moderately needed skills such as interpreting written texts and listening comprehension should not be overlooked. These foundational skills are crucial for building higher-level competencies, forming the base for more complex literacy skills. Ensuring that PDLs have a strong grasp of these basic skills will provide them with the tools needed to excel in more advanced literacy tasks and navigate the demands of the modern world.

Given these findings, institutions, in collaboration with the Bureau of Jail Management and Penology (BJMP), should consider integrating these focus areas into modular training programs tailored specifically to the needs of PDLs. The inclusion of technology-driven approaches and experiential learning strategies will not only engage participants but also create more practical and dynamic learning experiences. These methods can enhance the effectiveness of literacy programs and better prepare PDLs for reintegration by providing them with essential skills that will contribute to their social and professional success post-incarceration.

Table 5*Respondents' Literacy Skills Training Need Levels*

Literacy Skill (UNESCO, 2018)	Mean Score (SD)	Interpretation
<i>Skill 1</i> – Understanding and interpreting written texts, including identifying main ideas, details, and making inferences.	3.34 (SD=1.52)	Moderately Needed
<i>Skill 2</i> – Writing clear, concise, and organized text for practical purposes, such as filling out forms, writing letters, or creating reports.	3.29 (SD=1.53)	Moderately Needed
<i>Skill 3</i> – Expressing thoughts, ideas, and information clearly and effectively through spoken language.	3.43 (SD=1.30)	Highly Needed
<i>Skill 4</i> – Analyzing, evaluating, and synthesizing information to make informed decisions or solve problems.	3.23 (SD=1.35)	Moderately Needed
<i>Skill 5</i> – Using digital tools and platforms, such as computers, smartphones, and the internet, to access, evaluate and communicate information.	3.64 (SD=1.37)	Highly Needed
<i>Skill 6</i> – Attentively listening, comprehending, and responding appropriately to spoken information and instructions.	3.34 (SD=1.38)	Moderately Needed
<i>Skill 7</i> – Accurately recalling specific information or instructions from spoken language.	3.39 (SD=1.43)	Moderately Needed
<i>Skill 8</i> – Effectively communicating ideas and information to an audience in a structure and confident manner.	3.26 (SD=1.46)	Moderately Needed
<i>Skill 9</i> – Understanding and using a broad range of words and phrases in both spoken and written communication.	3.59 (SD=1.46)	Highly Needed
<i>Skill 10</i> – Expressing ideas, emotions, and stories in a written format using imagination and originality	3.30 (SD=1.45)	Moderately Needed
Overall Mean	3.38 (SD=1.09)	Moderately Needed

Legend: 1.00 – 1.80 (Not Needed); 1.81 – 2.60 (Slightly Needed); 2.61 – 3.40 (Moderately Needed); 3.41 – 4.20 (Highly Needed); 4.21 – 5.00 (Extremely Needed)

4.3 Correlational Analysis of Respondents' Demographic and Contextual Factors with Their Literacy Skill Training Needs

4.3.1 Respondents' Age and Literacy Skills Training Need Level

Table 6 presents the Spearman's rho correlation coefficients and p-values assessing the relationship between respondents' age and their self-reported literacy skills training needs. The analysis shows no statistically significant correlations, with p-values exceeding the 0.05 threshold. Spearman's rho values range from -0.070 to 0.177, indicating negligible associations between age and perceived literacy training needs.

This finding aligns with research by Yamashita et al. (2019), which suggests that

age is not a major factor in literacy skills or motivation to learn. Literacy training programs for Persons Deprived of Liberty (PDL) can, therefore, focus on universal instructional strategies, considering factors like educational background and individual motivations to improve effectiveness. Collaborative efforts between the Bureau of Jail Management and Penology (BJMP) and academic institutions should address these broader factors to enhance educational interventions.

4.3.2 Respondents' Sex and Literacy Skills Training Need Level

Table 7 shows that the Spearman's rho correlation coefficients between respondents' sex and literacy skills training needs are not statistically significant ($p >$

0.05), indicating no substantial association. The values range from -0.190 to 0.092, suggesting negligible correlations. This supports previous findings that emphasize the importance of factors like educational background and personal motivations over sex in determining literacy needs (Dahlan et al., 2020; UNESCO, 2020).

The lack of differences by sex suggests that literacy programs can adopt a gender-neutral approach. However, including gender-sensitive content may enhance engagement. Collaborative efforts between the Bureau of Jail Management and Penology (BJMP) and academic institutions should ensure equitable opportunities for both sexes while addressing barriers to participation.

4.3.3 Respondents' Length of Time in Prison Facility and Literacy Skills Training Need Level

Table 8 examines the correlation between the length of time in the prison facility and literacy skills training needs. The results show that most correlations are not statistically significant ($p > 0.05$), except for Skill 9—"Understanding and using a broad range of words and phrases in both spoken and written communication"—which has a significant negative correlation (Spearman's $\rho = -0.239$, $p = 0.033$). This suggests that longer incarceration is associated with a lower perceived need for training in this skill. The lack of significant correlations for other skills implies that the length of incarceration does not strongly influence literacy training needs, except for areas like vocabulary, where longer stays may offer more informal learning opportunities (OECD, 2016; Finn, 2020).

The significant correlation for Skill 9 points to the potential impact of prolonged incarceration on language development, possibly through informal peer learning or self-study. However, the absence of significant correlations for other skills suggests that literacy training programs should be designed to meet the broader needs of Persons Deprived of Liberty (PDL),

irrespective of their length of stay. Collaborative efforts between the Bureau of Jail Management and Penology (BJMP) and academic institutions should aim to create structured programs that supplement informal learning with targeted skill development. Advanced modules for those incarcerated longer could further build on existing knowledge.

4.3.4 Respondents' Educational Background and Literacy Skills Training Need Level

Table 9 illustrates the correlation between respondents' educational background and their literacy skills training needs. All skills show statistically significant negative correlations ($p < 0.05$), with Spearman's ρ values ranging from -0.302 to -0.547. This suggests that individuals with higher educational attainment perceive lower literacy training needs across all skills. The strongest correlation is found in Skill 6—"Attentively listening, comprehending, and responding appropriately to spoken information" ($\rho = -0.547$, $p < 0.001$), while the weakest is in Skill 5—"Using digital tools and platforms" ($\rho = -0.302$, $p = 0.006$). These findings align with research indicating that higher educational attainment provides foundational skills, reducing the need for further literacy training (Kirsch et al., 2016; OECD, 2020).

The significant negative correlations suggest that literacy training programs should prioritize individuals with lower educational backgrounds, as they demonstrate higher training needs. These programs should focus on developing foundational literacy and practical skills for those with minimal formal education. Collaboration between the Bureau of Jail Management and Penology (BJMP) and academic institutions can help tailor training interventions to address gaps in literacy skills, particularly for those with limited schooling. Incorporating technology and context-specific learning materials can further enhance the relevance and effectiveness of these programs.

Table 6*Correlation Between Respondents' Age and Literacy Skills Training Need Level*

Literacy Skill	Spearman's rho value	p-value	Decision/ Interpretation
<i>Skill 1</i> – Understanding and interpreting written texts, including identifying main ideas, details, and making inferences.	-0.024	0.832	Accept Ho, Not Significant
<i>Skill 2</i> – Writing clear, concise, and organized text for practical purposes, such as filling out forms, writing letters, or creating reports.	-0.013	0.912	Accept Ho, Not Significant
<i>Skill 3</i> – Expressing thoughts, ideas, and information clearly and effectively through spoken language.	-0.070	0.537	Accept Ho, Not Significant
<i>Skill 4</i> – Analyzing, evaluating, and synthesizing information to make informed decisions or solve problems.	0.149	0.187	Accept Ho, Not Significant
<i>Skill 5</i> – Using digital tools and platforms, such as computers, smartphones, and the internet, to access, evaluate and communicate information.	0.177	0.117	Accept Ho, Not Significant
<i>Skill 6</i> – Attentively listening, comprehending, and responding appropriately to spoken information and instructions.	0.013	0.906	Accept Ho, Not Significant
<i>Skill 7</i> – Accurately recalling specific information or instructions from spoken language.	0.032	0.780	Accept Ho, Not Significant
<i>Skill 8</i> – Effectively communicating ideas and information to an audience in a structure and confident manner.	0.007	0.949	Accept Ho, Not Significant
<i>Skill 9</i> – Understanding and using a broad range of words and phrases in both spoken and written communication.	0.051	0.650	Accept Ho, Not Significant
<i>Skill 10</i> – Expressing ideas, emotions, and stories in a written format using imagination and originality	0.124	0.272	Accept Ho, Not Significant

If the p-value is < 0.05, reject the null hypothesis (Ho), significant

If the p-value is > 0.05, accept the null hypothesis (Ho), not significant

Table 7*Correlation Between Respondents' Sex and Literacy Skills Training Need Levels*

Literacy Skill	Spearman's rho value	p-value	Decision/ Interpretation
<i>Skill 1</i> – Understanding and interpreting written texts, including identifying main ideas, details, and making inferences.	0.024	0.832	Accept Ho, Not Significant
<i>Skill 2</i> – Writing clear, concise, and organized text for practical purposes, such as filling out forms, writing letters, or creating reports.	-0.026	0.818	Accept Ho, Not Significant
<i>Skill 3</i> – Expressing thoughts, ideas, and information clearly and effectively through spoken language.	-0.016	0.890	Accept Ho, Not Significant
<i>Skill 4</i> – Analyzing, evaluating, and synthesizing information to make informed decisions or solve problems.	0.079	0.484	Accept Ho, Not Significant
<i>Skill 5</i> – Using digital tools and platforms, such as computers, smartphones, and the internet, to access, evaluate and communicate information.	-0.190	0.091	Accept Ho, Not Significant
<i>Skill 6</i> – Attentively listening, comprehending, and responding appropriately to spoken information and instructions.	-0.081	0.473	Accept Ho, Not Significant
<i>Skill 7</i> – Accurately recalling specific information or instructions from spoken language.	-0.021	0.851	Accept Ho, Not Significant
<i>Skill 8</i> – Effectively communicating ideas and information to an audience in a structure and confident manner.	0.092	0.415	Accept Ho, Not Significant
<i>Skill 9</i> – Understanding and using a broad range of words and phrases in both spoken and written communication.	-0.014	0.901	Accept Ho, Not Significant
<i>Skill 10</i> – Expressing ideas, emotions, and stories in a written format using imagination and originality	-0.101	0.372	Accept Ho, Not Significant

If the p-value is < 0.05, reject the null hypothesis (Ho), significant

If the p-value is > 0.05, accept the null hypothesis (Ho), not significant

Table 8

Correlation Between Respondents' Length of Time in Prison Facility and Literacy Skills Training Need Levels

Literacy Skills	Spearman's rho value	p-value	Decision/Interpretation
<i>Skill 1</i> – Understanding and interpreting written texts, including identifying main ideas, details, and making inferences.	-0.114	0.316	Accept Ho, Not Significant
<i>Skill 2</i> – Writing clear, concise, and organized text for practical purposes, such as filling out forms, writing letters, or creating reports.	-0.042	0.710	Accept Ho, Not Significant
<i>Skill 3</i> – Expressing thoughts, ideas, and information clearly and effectively through spoken language.	-0.072	0.523	Accept Ho, Not Significant
<i>Skill 4</i> – Analyzing, evaluating, and synthesizing information to make informed decisions or solve problems.	0.034	0.762	Accept Ho, Not Significant
<i>Skill 5</i> – Using digital tools and platforms, such as computers, smartphones, and the internet, to access, evaluate and communicate information.	0.134	0.237	Accept Ho, Not Significant
<i>Skill 6</i> – Attentively listening, comprehending, and responding appropriately to spoken information and instructions.	0.034	0.767	Accept Ho, Not Significant
<i>Skill 7</i> – Accurately recalling specific information or instructions from spoken language.	0.127	0.261	Accept Ho, Not Significant
<i>Skill 8</i> – Effectively communicating ideas and information to an audience in a structure and confident manner.	-0.120	0.289	Accept Ho, Not Significant
<i>Skill 9</i> – Understanding and using a broad range of words and phrases in both spoken and written communication.	-0.239	0.033	Reject Ho, Significant
<i>Skill 10</i> – Expressing ideas, emotions, and stories in a written format using imagination and originality	-0.186	0.098	Accept Ho, Not Significant

If the p-value is < 0.05, reject the null hypothesis (Ho), significant

If the p-value is > 0.05, accept the null hypothesis (Ho), not significant

Table 9

Correlation Between Respondents’ Educational Background and Literacy Skills Training Need Levels

Literacy Skills	Spearman’s rho value	p-value	Decision/Interpretation
<i>Skill 1</i> – Understanding and interpreting written texts, including identifying main ideas, details, and making inferences.	-0.537	<0.001	Reject Ho, Significant
<i>Skill 2</i> – Writing clear, concise, and organized text for practical purposes, such as filling out forms, writing letters, or creating reports.	-0.541	<0.001	Reject Ho, Significant
<i>Skill 3</i> – Expressing thoughts, ideas, and information clearly and effectively through spoken language.	-0.516	<0.001	Reject Ho, Significant
<i>Skill 4</i> – Analyzing, evaluating, and synthesizing information to make informed decisions or solve problems.	-0.351	0.001	Reject Ho, Significant
<i>Skill 5</i> – Using digital tools and platforms, such as computers, smartphones, and the internet, to access, evaluate and communicate information.	-0.302	0.006	Reject Ho, Significant
<i>Skill 6</i> – Attentively listening, comprehending, and responding appropriately to spoken information and instructions.	-0.547	<0.001	Reject Ho, Significant
<i>Skill 7</i> – Accurately recalling specific information or instructions from spoken language.	-0.464	<0.001	Reject Ho, Significant
<i>Skill 8</i> – Effectively communicating ideas and information to an audience in a structure and confident manner.	-0.459	<0.001	Reject Ho, Significant
<i>Skill 9</i> – Understanding and using a broad range of words and phrases in both spoken and written communication.	-0.485	<0.001	Reject Ho, Significant
<i>Skill 10</i> – Expressing ideas, emotions, and stories in a written format using imagination and originality	-0.399	<0.001	Reject Ho, Significant

If the p-value is < 0.05, reject the null hypothesis (Ho), significant
If the p-value is > 0.05, accept the null hypothesis (Ho), not significant

5. Conclusion and Recommendation

Literacy skills training needs among Persons Deprived of Liberty (PDL) were found to vary significantly based on their educational background, highlighting its pivotal role in shaping inmates' perceptions of their learning requirements. In contrast, factors such as age, sex, and length of incarceration showed limited or no significant correlation with most literacy skills, indicating that these variables may not be primary determinants of training needs. Respondents demonstrated a particularly high demand for skills related to digital literacy, spoken communication, and vocabulary proficiency, underscoring their importance in preparing inmates for reintegration into society. However, foundational literacy skills, such as interpreting written texts and writing practical documents, were rated as moderately needed, reflecting gaps in basic education that need to be addressed.

The demographic profile of the respondents revealed that the majority had a high school education or lower, further emphasizing the need for literacy programs tailored to both foundational and advanced skills. These programs should prioritize inclusivity and adaptability to meet the diverse needs of the PDL population. Interventions must also leverage inmates' existing skills and experiences to ensure that the programs remain relevant and engaging. To address disparities in educational attainment within correctional facilities, comprehensive strategies are required to provide equitable learning opportunities, focusing on the practical application of acquired skills.

To achieve these objectives, it is recommended to develop literacy training programs that emphasize foundational skills for those with limited educational backgrounds, while also offering advanced modules in digital literacy and communication skills. Incorporating technology-based learning opportunities is crucial to equip PDL with competencies necessary for post-incarceration

employability and societal participation. Additionally, drawing on inmates' pre-incarceration skills and work experiences can make learning activities more engaging and relevant. Addressing resource gaps in correctional facilities, through partnerships with governmental and non-governmental organizations, is essential to ensure the availability of materials, infrastructure, and qualified educators. Holistic prison education programs should emphasize both personal development and skill acquisition, fostering rehabilitation and reintegration, while contributing to broader societal goals.

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