



B'laan Population Structure and School Indicators: Basis for School Planning

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Authors' contributions

This work was carried out in collaboration between both authors. Author ATB performed the data analysis, wrote the protocol reviewed and managed the related literature relevant to the study and served as the editor of the entire article. Author SEB designed the proposal and facilitated the conduct of the study. Both authors read and approved the final manuscript.

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ABSTRACT

Aims: The aim of this study was to determine the B'laan population structure and school indicators of Matanao II District as basis for school planning.

Study Design: Descriptive survey design.

Place and Duration of Study: Matanao, Davao del Sur during the School Year 2017-2018.

Methodology: The respondents of the study were the fifty (50) Grade Six B'laan pupils, twenty-one and (21) school administrators of Matanao II District. Universal sampling method using the complete enumeration technique was utilized where respondents of the survey were school administrators and barangay personnel. However, cluster sampling was used in selecting the Grade Six pupils among elementary schools in Matanao District. Three sets of survey instruments were used to gather the relevant information. Data gathered were treated using the frequency and relative frequency.

Results: Majority of the Grade Six B'laan pupils were in the age of 12 years old and above, female, and believers of Christ to the Orient. Most of them did not have siblings studying in college. Their parents were in the elementary level, earning a monthly income of ₱1,001.00 to ₱3,000.00,

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and had 1 to 6 children. The common household appliances they had were television set, cellular phone, radio, electric fan, DVD player and motorcycle. The mode of transportation from home to school was mostly through walking. Majority of them did not spend any amount for their transportation, food and daily allowance. As to the profile and structure of the elementary schools, most schools in Matanao II District had a total land area of 2.0 to 2.9 hectares occupied by 4 to 6 buildings having 5 to 8 classrooms. Schools offered complete elementary education with 5 to 8 teachers handling the classes of 100 to 200 B'laan pupils. The number of B'laan pupils graduated from the schools per year was within the range of 10 to 60 pupils. Moreover, the National Achievement Test results showed that schools had an average MPS of 81-85. From the map generated, the researcher found that the average population density of B'laan were 2.07 with barangay Manga, Lagaan and Bangkal as that the top 3 barangays having the largest density of B'laan population.

Keywords: B'laan; population structure; school indicators; school planning; Matanao; Davao del Sur.

1. INTRODUCTION

The Philippine archipelago is made up of 7,107 islands with a total area of 300,000 sq km. It has a current population of nearly 88 million people, 75% of which belong to 8 major ethnic groups and the remaining 25% are divided among different minor ethnic groups and indigenous tribes. The country has more than 110 ethnic tribes and cultural communities whose cultures and traditions are in varying states of extinction. In Mindanao, IP settlements are scattered in the provinces of Davao, Cotabato, Sultan Kudarat, Zamboanga, Maguindanao, Agusan del Sur, Agusan del Norte, Misamis Oriental and Bukidnon [1].

Based on the data provided by the National Commission on Indigenous People (NCIP) as of CY 2000, Davao del Sur is inhabited by different cultural minorities or the Lumads like the B'laans, Beos, TagakaoloKalagan and the Manobos, where the Municipality of Matanao houses the B'laan Cultural Tribal Village. According to the 2010 census, Matanao, a second class municipality in the province, has a population of 51,382, with 33 barangays. The Department of Education has divided the municipality into two districts, District I and II.

Indigenous people, particularly in this study the B'laans, face multiple barriers to education and are being left behind in terms of educational achievement. Developing tailored, culturally and linguistically appropriate educational programs for indigenous learners should be a priority. The most effective way to do so is to work in a community-based, bottom-up manner to ensure that infrastructure, pedagogical materials and curricula meet the sometimes unique needs of indigenous teachers, learners and their communities [2].

Although much work has been done along these lines, with the development of specially tailored school systems and pedagogical approaches, first or identity language instruction and reinforced indigenous knowledge content, these approaches require support to be properly implemented in all countries where these B'laan live.

In most government and intergovernmental data, data collection and disaggregation on indigenous peoples are inadequate [3]. This has significant bearing on how the myriad problems that indigenous peoples are confronted with, are addressed decisively. These include non-recognition and denial of basic human rights, discrimination, inequality and exclusion of indigenous peoples in decision-making processes, especially in the field of education.

While the Indigenous Peoples Rights Act (IPRA) already took effect, it is sad to note that its implementation has been hindered by insufficient data that could be used as a basis to translate its pronouncements and policies into programs and projects. The need for systematic disaggregated data on indigenous peoples is crucial for the implementation of policies and programs for them. The UN Permanent Forum on Indigenous Issues (UNPFII) identified data collection and disaggregation on indigenous peoples as a work area of primary concern. This is partly because of insufficiency or perhaps lack of data on the demographic characteristics and conditions of indigenous peoples. When there is a lack of clear demographic data, results would lead to less and less understanding as to the current situation of the Lumads in the area. Hence, programs and projects may not reach in those places.

Hence, this study was conducted to determine the B'laan population structure in Matanao II

District and school indicators to generate baseline information about the B'laans in the area, as basis for development planning of appropriate educational programs. Specifically, this study had the following objectives:

1. To determine the demographic profile of the Grade 6 B'laan population of Matanao II District;
2. To determine the cost of education of Grade 6 B'laan students;
3. To trace the profile and structure of the schools in Matanao II District; and
4. To generate a map containing the B'laan population density per barangay.

2. RELATED LITERATURE

2.1 The Philippine Indigenous People

The Indigenous People (IP) of the Philippines number about 7.2 million and are found in the three main islands of Luzon, Visayas and Mindanao, according to the International Survey on Adult Education for Indigenous Peoples Country Study [4]. They comprise 10% of the total population. Some groups live in forest ecosystems, while others are found in the plains and coasts. The biggest concentration of indigenous people is found in the Cordillera region in Luzon. This mountain region which straddles the Grand Cordillera mountain range is the ancestral home of some 14 indigenous groups like the Ibaloy, Kankanaey, Bontok, Kalinga and Ifugao. Population is estimated at 1.3 million. The people in this area are generally referred to as Igorots which means people of the mountains. They are also the majority people in the region.

Another large group are the indigenous people of Mindanao who are collectively called Lumad or "born of the earth." The Lumads comprise 18 ethno-linguistic groups such as the Subanen, Higaonon, Manobo, Mamanua, Tiboli and B'laan. Numbering about 2.5 million, the Lumads are spread over 17 provinces in Mindanao and comprise 20% of the total population of the island.

Other indigenous groups are the Mangyan of Mindoro island in the southwestern part of Luzon. The Mangyan, composed of seven groups, number about 111,000. Negrito groups are found in the three major islands such as the Agta, Aggay and Dumagat in Luzon, Ati in the Visayan islands and Mamanua in Mindanao.

The indigenous people speak languages belonging to the Austronesian family. The peoples have diverse cultures although there are similarities, like the belief in animism. Several groups living apart from each other have similar practices such as the tattoo and betel nut chewing cultures which are common to many indigenous groups throughout the country. The presence or absence of either practice among the groups depends on the level of acculturation achieved [4].

2.2 Economical and Political Organization of Indigenous People

The majority of the indigenous people are still agriculture-based although they are small owners-farmers. Traditional shifting cultivation is now limited due to land pressure. In Mindanao, this practice resulted in the loss of land by the indigenous groups, when they left their fields for some time to fallow. Migrants then came in and took over the lands.

While they get sustenance from the land, they take the responsibility of caring for it by extracting only what is needed. Because they were able to retain their cultures, they remain repositories of a broad range of indigenous knowledge which today is recognized as sustainable and viable. Despite the entry of the cash economy, indigenous people have not entirely lost their traditional cultures. Spirits of the ancestors and those in the environment still need to be propitiated. Among the Benguet Kankanaey in the Cordillera, rituals performed in rice agriculture are still performed even as the people converted their rice paddies into vegetable gardens.

In other areas where subsistence agriculture is still the main economic activity, sustainable agriculture and forest management practices co-exist. This is supported by the presence of a strong indigenous social-political organization that ensures that traditional practices-including taboos and rituals-are carried out. The decision-making body is composed of the council of elders who decide by consensus [4].

2.3 Importance of Education on the Indigenous People

According to United Nations Inter-Agency Support Group (UN-IASG) Thematic Paper on Education and Indigenous People [2], education is a significant initiator of development at the

individual, community, national and global levels. For individuals, education is a lifelong asset and one of the most economically sound investments an individual can make. On average, each additional year of schooling translates into a 10% increase in an individual's income and every average year of additional schooling translates into a 1% increase in a country's GDP [5]. This is particularly true for girls – a single year of secondary education correlates with as much as a 25% increase in wages later in life [1]. Education also has broader health and social benefits. Educated women marry later [6], are less likely to die in child-birth [7] and have fewer children, more of whom are likely to survive [8]. Individuals who have completed primary school are 50% more likely to vote in elections, and education has also been shown to dramatically reduce the likelihood of civil war. Education is also at the center of efforts to address many of today's most critical global challenges including population growth, climate change, urbanization and conflict.

Education of indigenous children contributes to both individual and community development, as well as to participation in society in its broadest sense [9]. Education enables indigenous children to exercise and enjoy economic, social and cultural rights, and strengthens their ability to exercise civil rights in order to influence political policy processes for improved protection of human rights. The implementation of indigenous peoples' right to education is an essential means of achieving individual empowerment and self-determination. Education is also an important means for the enjoyment, maintenance and respect of indigenous cultures, languages, traditions and traditional knowledge. Education is the primary means of ensuring indigenous peoples' individual and collective development; it is a precondition for indigenous peoples' ability to realize their right to self-determination, including their right to pursue their own economic, social and cultural development [10].

2.4 Realities Education Access of Indigenous People

Amid all the well-intentioned policies, the government's political will to ensure culture-based education for all indigenous peoples remains to be seen. The National Census of 2000 showed that seven out of ten indigenous peoples are literate, with males (71%) having a slight advantage over females (70%). This data on literacy may still be overstated considering

that the national census measures literacy through self-reporting. The case studies done by PEPE attest to the inequities and difficulty in accessing education by indigenous groups.

Of the 6.3 million indigenous peoples in 2000, 46% of them have graduated from elementary while 19% have finished secondary. Glaringly, 18% have no education at all compared to a mere 2% who have graduated from college. Considering the relative youth of the indigenous population the current situation will result in a serious rise in uneducated people unless urgent attention is paid to the provision of access to quality education. Key factors that have hindered access include: poverty, social exclusion and remoteness. Despite identifying these critical factors which limit educational access, the NCIP's intervention for education has been limited to providing scholarships. From the period 1999-2004, the grantees of scholarship grants reached a mere 50,000 with an annual target of approximately 10,000 [11].

2.5 B'laan Tribe

The B'laan are composed of three subgroups from Koronadal, Sarangani, and Davao. Many B'laans speak Cebuano aside from the B'laan language. Their means of livelihood are swidden farming, weaving (the males weave baskets and the females, mats), fishing, hunting, food gathering, and tool- and weapon-making. However, globalization has caught up with the B'laan. Logging and mining companies have devastated their lands, lands that they hold sacred — a gift from Adwata. But the B'laan remain strong against adversities and continue holding on to that which is most precious to them: their identity.

Sarangani B'laan people settle on the coasts of South Cotabato in the SOCCSKSARGEN Region, Davao del Sur in the Davao Region, and on the islands of Sarangani and Balut [12].

3. METHODS

This study was conducted in Matanao II District, Matanao, Davao del Sur. Matanao is a second class municipality in the province of Davao del Sur, Philippines, with a population of 56,755 according to 2015 census of Philippine Statistics Authority. It is bordered in the west by the town of Clumbio, in the province of Sultan Kudarat, in the north by the towns of Magsaysay and Bansalan, in the east of Hagonoy and Digos City,

and in the south by Kiblawan and Padada, Davao del Sur.

The respondents of the study were the fifty (50) Grade Six B'laan pupils, twenty-one and (21) school administrators of Matanao II District. Universal sampling method using the complete enumeration technique was utilized where respondents of the survey were school administrators and barangay personnel. However, cluster sampling was used in selecting the Grade Six pupils among elementary schools in Matanao District.

The descriptive-survey method was employed, since it was dealing with population structure and school profile of B'laan, and school performance indicators in Matanao II District. Its purpose was to get groups of classified, generalized and interpreted data for guidance and practice in the future.

Moreover, other information and data needed in the study were taken from the National Commission of Indigenous People (NCIP). Three survey instruments were used in the study. The first survey questionnaire was answered by the Grade Six pupils and was composed of two (2) parts. Part I dealt on the demographic profile of B'laan students in each year level of the school and Part II focused on the cost of education of B'laan students in terms of transportation, food, and daily allowance. The second survey questionnaire was answered by the school administrators and focused on the school profile and the third survey questionnaire was answered by barangay officials. Statistical tools that were used in the interpretation of data and in testing the null hypothesis were the frequency and relative frequency.

4. RESULTS AND DISCUSSION

4.1 Demographic Profile of the B'laan Population of Matanao II District

The demographic profile of the B'laan population in Matanao II District is shown in Table 1.

4.1.1 Age

The demographic profile of Grade VI B'laan students in Matanao II District in terms of age reveal that majority of the Grade IV B'laan pupils are aged 12 years old and above accounting for about 38 or 76.0%. Only 12 or 24.0% are in the

age bracket of 10 to 11 years old. This means that majority of the B'laan pupils who were enrolled in Grade IV are beyond the age level requirement. Comparably, their age is older than the regular age for their level.

4.1.2 Gender

In terms of gender, data reveal that majority of the Grade 6 pupils are females accounting for about 32 or 64.0% while only 18 or 36.0% are males. The results of the study conformed with the several surveys conducted by the National Statistics Offices (NSO, 2006; 2008; 2010) that showed that the country had been dominated mostly by females compared to males.

4.1.3 Religion

The data on the religion of B'laan students, majority are part of the Christ to the Orient with 17 or 34.0% followed by the Roman Catholic accounting for about 14 or 28.0%. The believers of CAMACOP and other religions accounted for about 10 or 20.0% and 9 or 18.0%, respectively. The results reflected that most of the B'laans were believers of the Christ to the Orient religion in which most of their ministers were also B'laan.

4.1.4 Number of brother and sister enrolled in college

Data reveal that 38 or 76.0% of the B'laan pupils responded that they do not have any siblings enrolled in the college level. On the other hand, about 12 or 24.0% responded that they have one sibling and above that went or enrolled in college.

4.1.5 Parents' educational attainment

In terms of educational attainment, majority of the fathers of Grade 6 B'laan students were in the elementary level accounting for about 31 or 62.0%. About 8 or 16.0% of their fathers were in the high school level; 6 or 12.0% graduated in the elementary and 3 or 6.0% had graduated in the high school. Only 2 or 4.0% were able to graduate in the college. For their mothers, the result reveals that majority are in the elementary level accounting for about 28 or 56.0%. About 8 or 16.0% reach high school level; 6 or 12.0% had graduated in the elementary. About 4 or 8.0% were able to graduate in high school and were in college level. Based on the results, majority of their parents were only in the elementary level.

Table 1. Demographic profile of the B'laan population in Matanao II District, division of Davao del Sur

Demographic profile	F	Rf
Age		
10 to 11 years old	12	24.0
12 and above	38	76.0
Gender		
Male	18	36.0
Female	32	64.0
Religion		
Roman Catholic	14	28.0
Christ to the Orient	17	34.0
CAMACOP	10	20.0
Others	9	18.0
Number of Brothers and Sisters Enrolled in College		
None	38	76.0
1	6	12.0
2 and above	6	12.0
Highest Educational of the Father		
College Graduate	2	4.0
High School Graduate	3	6.0
High School Level	8	16.0
Elementary Graduate	6	12.0
Elementary Level	31	62.0
Highest Educational of the Mother		
College level	4	8.0
High School Graduate	4	8.0
High School Level	8	16.0
Elementary Graduate	6	12.0
Elementary Level	28	56.0
Monthly Income of Parents		
Php 1000 and below	14	28.0
Php 1001 to 3000	24	48.0
Php 3001 and above	12	24.0
Number of Children in the Family		
1 to 3 children	18	36.0
4 to 6 children	18	36.0
7 children and above	14	28.0
Household Appliances		
Television Set	37	74.0
Cellphone	34	68.0
Radio	24	48.0
Electric Fan	17	34.0
Karaoke	7	14.0
DVD Player	15	30.0
Motorcycle	15	30.0
Refrigerator	3	6.0
Washing Machine	2	4.0
Stove/ Electric Iron	2	4.0
Mode of Transportation		
Motorcycle	10	20.0
Walk	40	80.0

4.1.6 Family's monthly income

In terms of monthly income of parents, majority of the B'laan parents have a monthly income of ₱1,001.00 to ₱3,000.00 accounting for about 24 or 48.0%. Parents with the monthly income of ₱1,000.00 and below are about 14 or 28.0%. Only 12 or 24.0% have a monthly income of ₱3,001.00 and above. As can be seen, most of the B'laan families were below the poverty line living the poorest with the economic metrics coming from the National Economic Development Authority (NEDA, 2015). This can be drawn from the fact that the income of most B'laan families were not fixed and mostly dependent on their earnings during the harvest season which will only commonly take about twice or thrice in a year. Most of the B'laans were basing their income to agricultural sources like farming or earning from working within the nearby farms.

4.1.7 Number of children in the family

In terms of the number of children in the family, data reveal that majority of the B'laan families have 1 to 3 children and 4 to 6 children accounting each for about 18 or 36.0%. Only 14 or 28.0% have 7 children and above. The results suggest that most of the B'laan families were having 1 to 6 children. Based on the partial information given by these families, they wanted more children in order for them to avail the indigenous people's aid of the government in the form of the Conditional Cash Transfer (CCT).

4.1.8 Household appliances

In terms of household appliances, the top six (6) appliances found in their respective homes are television set (37 or 74.0%), cellular phone (34 or 68.0%), transistor radio (24 or 48.0%), electric fan (17 or 34.0%), DVD player (15 or 30.0%), and motorcycle (15 or 30.0%). Few families have karaoke set (7 or 14.0%), refrigerator (3 or 6.0%), washing machine and stove/electric iron (2 or 4.0%). As can be seen from the results, it can be seen that the appliances mostly present are television sets, cellular phones and radios. This can be inferred from the fact that entertainment, communication and relaxation after the day's exhaustion were the main focus of their importance.

4.1.9 Mode of transportation

In terms of the mode of transportation, majority of the Grade 6 B'laan pupils walk from home to

school which accounts for about 40 or 80.0%. While, only 10 or 20.0% go to school by riding a motorcycle. The results can be drawn from the insufficient income they had and from the places where their homes were situated which were not easily accessible by other mode of transportation other than walking.

4.2 Cost of Education of B'laan Pupils

The cost of education of Grade 6 B'laan pupils in terms of transportation allowance, food allowance and daily allowance is shown in Table 2.

4.2.1 Transportation allowance

The data on the cost of education of Grade 6 B'laan pupils in terms of their transportation reveal that majority of them did not have any allowance for transportation accounting for about 49 or 98.0%. Only 1 or 2.0% had ₱5.00 to ₱10.00 allowance for transportation. The result agrees with the prior profile of the pupils in which majority of the respondents walked every day from home to school.

4.2.2 Food allowance

Data reveal that most of the respondents did not have any food allowance accounting for about 30 or 60.0%. About 16 or 32.0% were having ₱5.00 to ₱10.00 food allowance. Only 4 or 8.0% were having ₱11.00 to ₱15.00 food allowance. The result of the study can also be traced from the prior results presenting that majority of the parents of the Grade 6 B'laan pupils were having a minimal monthly income. Most of them were bringing their own food ("baon") during their lunch time to satisfy their hunger. Others were dependent on the feeding program conducted by the school.

4.2.3 Daily allowance

About 23 or 46.0% pupils do not have any allowance for school. About 20 or 40.0% have an allowance of ₱1.00 to ₱5.00; 4 or 8.0% have an allowance of ₱11.00 to ₱20.00; 3 or 6.0% have an allowance of ₱21.00 and above; and only 1 or 2.0% has an allowance of ₱6.00 to ₱10.00. The result suggests that majority of the Grade 6 B'laan pupils were going to school without any money in their pockets. These pupils were dependent on the feeding program conducted by the school as well as on their personal food packs ("baon") prepared before going to school.

Table 2. Daily cost of education of B'laan pupils in Matanao II District, division of Davao del Sur

Particulars	F	Rf
Transportation Allowance		
None	49	98.0
Php 5 to Php 10	1	2.0
Food Allowance		
None	30	60.0
Php 5 to Php10	16	32.0
Php 11 to Php 15	4	8.0
Daily Allowance		
None	23	46.0
Php 1 to Php 5	20	40.0
Php 6 to Php 10	1	2.0
Php11 to Php20	4	8.0
Php21 and above	3	6.0

4.3 Profile and Structure of the Schools in Matanao II District

The profile and structure of the different elementary schools in Matanao II District in terms of the total land area, buildings and facilities, programs, human resources, graduation rate, dropout rate are presented in Table 3 while the National Achievement Test (NAT) results is presented in Fig. 2.

4.3.1 Total land area

The profile and structure of schools in Matanao II District in terms of total land area reveal that majority of the schools have a total land area of 2.0 to 2.9 hectares accounting for about 11 or 50.0%, 8 or 36.40% have a land area of 1.0 to 1.9 hectares and 2 or 9.10% have an area of 3.0 to 3.9 hectares. Only 1 or 4.50% has a land area of 4.0 hectares and above. Though these schools have different land areas, all of them have conformed with the required total land area in establishing a school under DepEd Order No. 40, s. 2014 and in consideration with Section 3 of the Republic Act No. 9155 or the Governance of Basic Education Act of 2001 which mandated the establishment of elementary and secondary schools to facilitate learning of school children to the different range of competencies.

4.3.2 Building and facilities

For the number of buildings, the table shows that majority of the schools have 4 to 6 buildings accounting for about 11 or 50.0%, 6 or 27.30% have 1 to 3 buildings, and 4 or 18.20% have 7 buildings and above. However, 1 or 4.50% still does not have any concrete building in school as

their classrooms are makeshift only. With respect to the results, it can be inferred that although most schools have school buildings, still the structures are limited with no concrete structures at all to cater the IP learners within the area.

In terms of the number of classrooms, majority of the school have 5 to 8 classrooms accounting for about 14 or 63.60%, 4 or 18.20% have 13 classrooms and above, and, 2 or 9.10% have 1 to 4 classrooms and 9 to 12 classrooms. The results may imply that there were schools in the district offering primary program only while others were practicing the multigrade instruction due to lack of classrooms and the insufficient structures available in the schools. This suggests additional building and structures to the different schools in Matanao II District to augment the shortages and respond to their needs.

4.3.3 Programs

The profile and structure of schools in Matanao II District in terms of programs disclose that majority of the schools offer Kindergarten to Grade VI accounting for about 20 or 90.90%. Only 2 or 9.10% offer Kindergarten to Grade IV. This means that most schools in Matanao II District offer complete elementary programs.

4.3.4 Human resources

In terms of the number of teachers, table reveals that majority of the schools have 5 to 8 teachers accounting for about 11 or 50.0%, about 6 or 27.30% have 9 to 12 teachers, and 3 or 13.60% have 13 teachers and above. Only 2 or 9.10% have 1 to 4 teachers. The results conformed to the idea that the number of teachers was most

likely fitted with the number of classrooms in the schools.

In terms of the number of graduates per year, 11 or 50.0% have 10 to 30 graduates, about 10 or 45.0% have 31 to 60 graduates, and only 1 or

4.50% has 61 graduates and above. The results reveal that most schools are able to graduates 10 to 60 pupils in a given school year. This number is commensurate with the resources available like teachers, buildings and other structures.

Table 3. Profile and structure of the schools in Matanao II district according to total area

Particulars	f	Rf
1. Land Area		
1.0 to 1.9 hectares	8	36.4
2.0 to 2.9 hectares	11	50.0
3.0 to 3.9 hectares	2	9.1
4.0 hectares and above	1	4.5
2. Building and Facilities		
A. Number of Buildings		
No building	1	4.5
1 to 3 buildings	6	27.3
4 to 6 buildings	11	50.0
7 to 9 buildings	2	9.1
10 to 12 buildings	2	9.1
B. Number of Classrooms		
1 to 4 classrooms	2	9.1
5 to 8 classrooms	14	63.6
9 to 12 classrooms	2	9.1
13 classrooms and above	4	18.2
3. Programs		
Kindergarten to Grade 3 (K to 3)	1	4.5
Kindergarten to Grade 4 (K to 4)	1	4.5
Kindergarten to Grade 6 (K to 6)	20	90.9
4. Human Resources		
A. Number of Teachers		
1 to 4 teachers	2	9.1
5 to 8 teachers	11	50.0
9 to 12 teachers	6	27.3
13 teachers and above	3	13.6
B. Number of Graduates		
10 to 20 graduates	6	27.3
21 to 30 graduates	5	22.7
31 to 40 graduates	2	9.1
41 to 50 graduates	3	13.6
51 graduates and above	4	18.2
Others	2	9.1
C. Number of B'laan students		
No B'laan students	3	13.6
1 to 100 B'laan students	12	54.5
101 to 200 B'laan students	4	18.2
201 to 300 B'laan students	2	9.1
301 to 400 B'laan students	1	4.5
5. Graduation Rate		
<100%	1	5.0
100%	19	95.0
Total	20	100.0
6. Dropout Rate		
0%	20	90.9
> 0%	2	9.1

For the number of B'laan pupils, 16 or 72.80% schools have 100 to 200 pupils, and 3 or 13.60% have 201 to 400 pupils. But there are about 3 or 13.60% schools which do not have any B'laan pupils enrolled. Though majority of the schools have B'laan pupils, data also provide empirical understanding and inference that some of the areas in Matanao II District, a thickly B'laan populated district, were unable to send their children to schools. This may be because of the poverty striking the area as well as the reticence in adopting the value of education.

4.3.5 National achievement test

As revealed in NAT results (Fig. 1), majority of the schools have a mean percentage score (MPS) of 81-85 accounting about 9 or 45.0%, about 7 or 35.0% have the MPS of 75-80, about 3 or 15.0% have the MPS of 86-90, and only 1 or 5.0% has the MPS of 91 and above. Results suggest that most of the elementary schools in Matanao II District performed relatively high in the 2014-2015 NAT result as the passing MPS is 75. This can be traced from the different methods and strategies developed by teachers and school heads.

4.4 Map Containing the B'laan Population Density per Barangay

The distribution of B'laan population per barangay in Matanao II District according to its population density is presented in Fig. 2. As can

be viewed in the figure, the average B'laan population density is 2.07. This means that in every hectare of land, about 2 B'laan individuals are present. Moreover, the figure shows that the top 3 barangays that have the largest density of B'laan are Manga, Langa-an and Bangkal with population densities of 4.25, 3.78 and 3.70, respectively.

Individually taken, the figure shows that Asbang has a population density per hectare of 1.38; both Asinan and Bagumbayan have a density of 1.05; Bangkal has a density of 3.70; Buri has a density of 2.75; Cabasagan has a density of 2.60; Colonsabac has a density of 1.09; Dongangpekong has a density of 1.78; Kapoc has a density of 2.60; Kauswagan has a density of 2.23; Lagaan has a density of 3.78; La Suerte has a density of 0.97; Manga has a density of 4.25; Savoy has a density of 3.19; Saub has a density of 0.63; Tamlangon has a density of 1.58; Tibongbong has a density of 1.11; and Towak has a density of 2.26.

Likewise, the map generated also presents different color of the areas in Matanao II District. Color green suggests the thicker population of B'laan individuals located in the mountainous area of the municipality reaching about 76 to 100%. Color yellow signifies the second largest occupants of indigenous people with occupants' ranges from 51 to 75%. Color red denotes the area with least occupants of indigenous people particularly B'laan ranging from 0 to 25%.

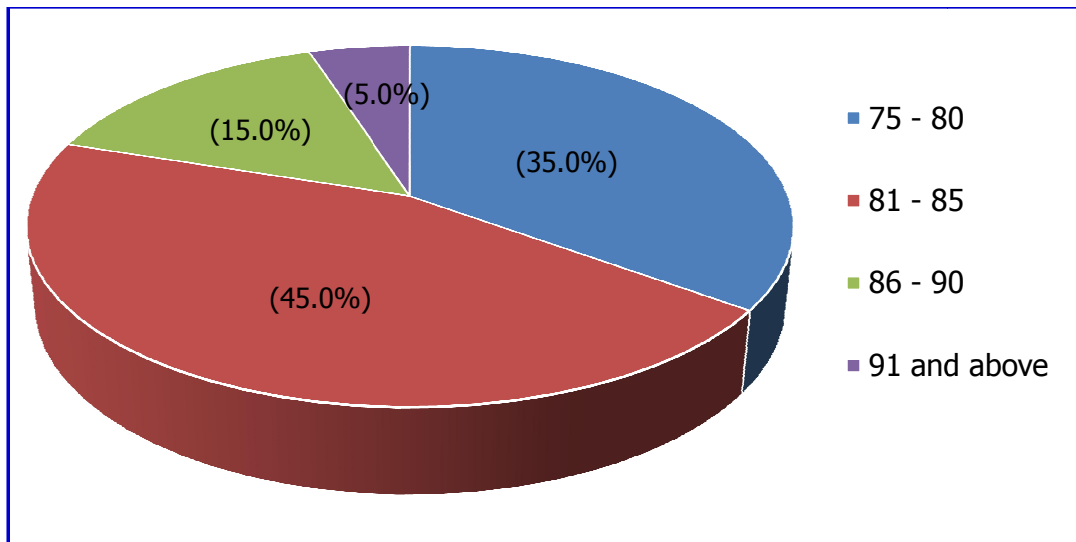


Fig. 1. National achievement test results of schools in Matanao II district

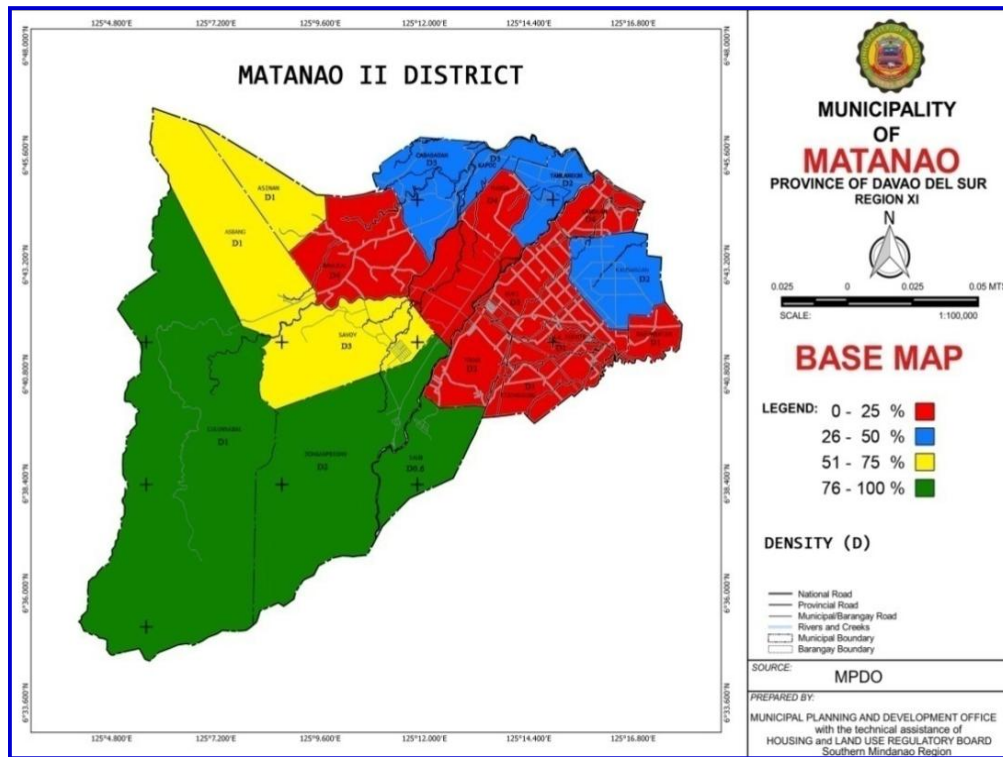


Fig. 2. The distribution of B'laan population density per Barangay in Matanao II District

5. CONCLUSION AND RECOMMENDATIONS

Based on the findings above, it was concluded that: 1) Majority of the Grade 6 B'laan pupils in Matanao II District were aged 12 years old and above, females, and believers of Christ to the Orient. Most of them did not have siblings studying in college. Most of their parents were in the elementary level, earning a monthly income of ₱1,001.00 to ₱3,000.00, and had 1 to 6 children. In terms of common household appliances, majority had television set, cellular phone, radio, electric fan, DVD player and motorcycle at home. The mode of transportation from home to school was mostly through walking; 2) In terms of cost of education, majority of them spent nothing for their transportation, food and daily allowance; 3) In terms of the profile and structure of the elementary schools in Matanao II District, most schools had a total land area of 2.0 to 2.9 hectares occupied by 4 to 6 buildings having 5 to 8 classrooms. Majority of the schools offered complete elementary education with 5 to 8 teachers handling the classes of 100 to 200 B'laan pupils. The number of B'laan pupils graduated from the schools per year was within the range of 10 to 60 pupils. In

terms of the NAT results, majority of the schools had an average MPS of 81-85; 4) From the map generated, it was found that the average population density of B'laan were 2.07 with barangay Manga, Lagaan and Bangkal as that the top 3 barangays having the largest density of B'laan population.

In the light of the foregoing conclusions, it was recommended that the national government shall strengthen the provision of educational programs to indigenous peoples up to the most remote level. The Indigenous The government shall construct more buildings, provide more facilities, and increase the number of teachers and classrooms in indigenous communities. Cultural mapping is important in validating the existence of indigenous peoples' communities their identities, demographic profile and barangay density. Future researchers may utilize the results of this study to guide them in their research undertakings.

CONSENT AND ETHICAL APPROVAL

To address the research ethics, the researchers conducted protocols to handle the confidentiality of the participants' identity and the information

gathered. Consent letters were given to the participants to seek for their permissions before the conduct of the surveys. Respondents were also informed of their rights such as the 'withdrawal' and 'confidentiality clause.' Survey papers were kept by the researchers for safe-keeping and would be destroyed after two years. The data obtained were used for research purposes only.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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