

The profile, culture of acceptance, and social position of Mangyan students in Divine Word College of San Jose

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Abstract

The Mangyan are an indigenous group living on the island of Mindoro and one of the largest indigenous groups in the Philippines. Mangyan scholars were admitted to various secondary and tertiary education levels at the Divine Word College of San Jose - MEC program. This study investigated the effect of the profile and culture of acceptance on the social position of Mangyan students in Divine Word College of San Jose. It utilized descriptive-correlational research to describe the variables and determine the significant relationship. Using complete enumeration, an adapted questionnaire was administered to 22 Mangyan students. The findings of this study revealed that most of the respondents are female, between 18 and 20 years old, have 22 or more units enrolled, and are under the education department. The study shows a high level of acceptance among Divinian students and professors, positively affecting their academic performance and participation in school activities. However, some still experience exclusion, leading to social withdrawal. The social position of Mangyan students is not significantly affected by their profile. However, students with heavier academic workloads may participate less in activities and those in education-related programs. Students who feel welcomed tend to perform better and engage more, while those who experience exclusion may withdraw socially. Maintaining institutional support ensures equal opportunities for all Mangyan students. Thus, it is recommended by the institution to conduct a workshop training, such as cultural exchange activities for students and teachers, to foster appreciation and acceptance of Mangyan heritage and advocate for inclusive policies to break down barriers and build friendships.

Keywords: culture of acceptance, academic performance and participation, academic workloads, Indigenous People, Mangyan Education Center

The profile, culture of acceptance, and social position of Mangyan students in Divine Word College of San Jose

1. Introduction

The Mangyan is the term for indigenous groups living on the island of Mindoro in the Philippines. They are one of the largest indigenous groups in the country, known for their rich cultural heritage, including their traditional music, dance, art, and beliefs. The Mangyan people are closely connected to their land and deeply respect nature. The Mangyan bamboo collection from Mindoro, Philippines, housed at the Library of Congress, indicates that “Mangyan” is an umbrella term that refers to several Indigenous communities on the island of Mindoro in the Philippines. Among these are the Iraya, Alangan, Tadyawan, Tawbuid, Bangon, Buhid, Hanunuo, and Ratagnon. The Mangyan tribes have always relied on farming for their sustenance and hunting and gathering as other ways of making a living, and have cultural norms and traditions rooted in the place where they have always been. However, their way of life is being affected by modern changes, land grabbing, and economic growth (Cadiz et al., 2019; Maentz, 2012).

In an April 1992 consultation with the Mangyan parents, they unanimously agreed that education was the most urgent need for their children. Recounting the injustices they had experienced at the hands of lowlanders, including the occupation and seizure of their ancestral lands, discrimination, and the violation of their rights, the parents emphasized that education would liberate their children from ignorance and the "culture of silence." Over two decades, from 1992 to 2017, the program admitted more than two hundred Mangyan students. While some did not finish college, many have become valuable members of their communities, serving as leaders, teachers, and health workers (Brown, 2010). From 2013 to 2017, the Mangyan education program at MEC faced dwindling funds, leading to a decline in scholars from twenty-five to twenty. This situation threatened the program's sustainability, with the possibility of terminating the recruitment of new scholars and allowing existing scholars to complete their studies. MEC was officially designated as the core of DWCSJ community extension services after extensive consultations and community visits in May 2018. Fifty Mangyan scholars were admitted to various secondary and tertiary education levels at the Divine Word College of San Jose - MEC program. Between 2018 and 2022, the center achieved notable academic successes, producing four licensed professional teachers, three business administration graduates, and two elementary education graduates.

Currently, there are twenty-two Mangyan students enrolled in Divine Word College of San Jose. Ten are male, while twelve are female, aged eighteen to twenty-five. They are taking up some courses offered, like BS Hospitality Management, BS Information Technology, Bachelor in Elementary Education, Bachelor in Secondary Education, and Skills Training in Semirara, Caluya, Antique. Their families primarily farmed, planting crops like nami, cassava, sweet potato, banana, corn, rice, and *palay kaingin* (Caoli & Tenorio, 2023). They also make handicrafts such as swings (*duyan*), balulang, mats, brooms, etc. They are selling their produce to earn a living. The education challenges the Mangyans face are not as severe as they were in the past, but they persist. In the past, Mangyan parents were reluctant to send their children to school, often viewing it as a taboo or a threat to their traditional way of life (Capacia et al., 2023). This reluctance was due to several factors, including cultural beliefs, economic constraints, and limited access to educational facilities. However, over time, there has been a gradual shift in attitudes, with more Mangyan parents recognizing the importance of education for their children's future. In addition, once students finish their studies, they are expected to return to their community to apply their knowledge and skills to serve others (Undung, 2014).

While other studies on the status of Indigenous Peoples Education (IPEd) have already been conducted and published, few of them focus on how the Indigenous Mangyan culture is taught and conceptualized while teaching mainstream competencies. The balance between the challenges of sustaining indigenous culture and complying with the standards of 21st-century education influences the schools of Mangyan students (Caoli &

Tenorio, 2023). Thus, this study aims to determine the profile, culture of acceptance, and social position of Mangyan students. With the vision of becoming a sustainable and model community in Occidental Mindoro, the DWCSJ MEC, through the efforts and initiatives of the SVD administrators, headed by Fr. Felino B. Javines, Jr., SVD, Mangyan communities, and stakeholders are making headway towards establishing themselves as an eco-cultural tourism hub.

Statement of the Problem - This study aimed to determine the profile, culture of acceptance, and social position of Mangyan students in Divine Word College of San Jose. This is an empirical paper on the human rights situation of Mangyan in Mindoro that aims to shed light on the issues of ethnolinguistic groups' right to access quality education. It sought to respond to the following questions: (1) What is the profile of Mangyan students in Divine Word College of San Jose in terms of sex, age, academic workloads, and course? (2) What is the level of culture of acceptance towards Mangyan students at Divine Word College of San Jose? (3) What is the status of the social position of Mangyan students in the Divine Word College of San Jose in terms of academic performance, Community Extension Service (CES), and participation in school activities? (4) Is the social position of Mangyan students in Divine Word College of San Jose significantly affected by their profile and culture of acceptance?

Significance of the Study - This study will offer critical new perspectives on how the fast-food industry in San Jose, Occidental Mindoro, may grow sustainably. This study will prove significant to the following: First, to the fast-food chain owners and managers, the study will provide valuable insights that can enhance their approaches to pricing, marketing, customer service, and operational effectiveness, all of which will support long-term success. To the employees, by emphasizing the value of employee training and service quality, this research can assist staff members in understanding how their contributions support the company's long-term viability. To the customers, the study will emphasize how client feedback affects the sustainability of businesses, motivating clients to be more involved and appreciate the services they receive. Government agencies, such as the Government Organizations: Organizations like the Department of Trade and Industry (DTI), may find the report helpful in developing policies that encourage the expansion and resiliency of regional companies. This study can be used as a basis for further research in the fast-food industry or other sectors, and it will add to the body of knowledge already available on corporate sustainability.

Scope and Delimitation of the Study - This study focused on determining the culture of acceptance and social position of Mangyan students in terms of academic performance, community extension service, and participation in the Working Student Organization at Divine Word College of San Jose. The study was limited to the Mangyan Education Center (MEC) in Divine Word College of San Jose, San Jose, Occidental Mindoro. Moreover, it was conducted from October 2024 to February 2025. The limitation of this study was the possibility of respondent rejection, including students who were too busy to participate and those who refused to comply. However, the researchers did their best to cover a reasonable scope to improve the study.

2. Methodology

Research Design - This study utilized a descriptive-correlational research design to explore the profile, culture of acceptance, and social position of Mangyan students at Divine Word College of San Jose. The design was employed to identify the demographic profile of Mangyan students in terms of sex, age, culture of acceptance among Divinian students and professors, academic workload, and course. Additionally, the study assesses the social position of Mangyan students regarding academic performance, involvement in Community Extension Services (CES), and participation in school activities. This design also explores the relationship between the students' demographic profiles and social positions at Divine Word College of San Jose.

Respondents of the Study - The researchers used complete enumeration to include all the respondents in this study. The respondents were the 22 Mangyan students who are currently enrolled in the college department during the academic year 2024-2025. They were chosen because they have exposure and experience in the different

dimensions of learning and institutional activities.

Research Instrument - The researchers used the adapted questionnaire from Calda (2008). The covers detailed information about the respondents' profiles and experiences related to academic workloads, Community Extension Service (CES), and participation in school activities of the Mangyan students. The adviser checked the adapted questionnaire and the experts in the field of research. To determine the validity and reliability of the instrument. Comments and suggestions were incorporated by the researchers to finalize the adapted questionnaire. To establish the dependability of the instrument, it was tested through a preliminary survey with participants of the same demographic. The study adopted a Cronbach's alpha result of 0.84, which displays a high relative reliability of the internal elements of the queries. This means that the instrument is dependable in achieving the research aims.

Data Gathering Procedure - To gather data, the researchers requested the assistance of the Divine Word College of San Jose administration to conduct survey questionnaires and gather information from the target respondents, who were the Mangyan students enrolled at Divine Word College of San Jose. The surveys were distributed both face-to-face and online via Google Forms. The data was collected over three days.

Statistical Treatment of the Data - The researchers analyzed and interpreted the data using both descriptive and inferential statistics. They used descriptive statistics such as frequency percentage, mean score, and ranking to answer the research question. They employed the Pearson product-moment correlation to test the significant relationship among the variables. Tables were created to simplify data presentation and facilitate relationship analysis.

Ethical Considerations - To ensure the validity and integrity of the research, they first sought approval from professors and administrators in charge of the Mangyan Education Center in Divine Word College of San Jose to administer the questionnaire to Mangyan students. This initial step was crucial in obtaining institutional support and ensuring adherence to ethical guidelines. Once approval was granted, the researchers obtained informed consent from each participant. This process involved providing clear and understandable information about the study's purpose, procedures, potential risks, and benefits. By obtaining informed consent, the researchers ensured that participants were fully aware of their involvement and could make informed decisions about their participation. To protect participant autonomy, the researchers emphasized the voluntary nature of participation. Participants were informed that they had the right to withdraw from the study at any point without any negative consequences. This ensured that participants were not pressured to continue the study. Also, no personally identifiable information was collected to protect participants' confidentiality. Instead, pseudonyms were used to conceal participant identities. This ensured that the anonymity of participants was maintained throughout the research process. The researchers adhered to the APA 7th Edition guidelines for citing and referencing the works of other scholars incorporated into the study.

3. Results and Discussions

Table 1

Profile of Mangyan students in terms of Sex, Age, Academic Workload, and Course (n=22)

Sex	Frequency	Percentage
Male	10	45.5
Female	12	54.5
Age	Frequency	Percentage
17 and below	0	0%
18-20	21	90.91%
21-23	1	4.55%
24 and above	1	4.55%

Academic Workload	Frequency	Percentage
15 and below	2	9.1%
16-18	3	13.6%
19-21	7	31.8%
22 and above	10	45.5%
Course	Frequency	Percentage
BSA	0	0
BSHM	1	4.5%
BSSED/BEED	13	59.1%
IT	1	4.5%
SKILLS TRAINING	7	31.8
Total	22	100%

Table 1 shows the profile of the respondents in terms of sex. Females have the highest percentage of respondents, 12 out of 22, or 54.5%. Male respondents account for 10 out of 22, or 45.4%. This means there are slightly more female Mangyan students at Divine Word College of San Jose than male students. This finding is consistent with Thunig (2022) and Zamzuri et al. (2023), who found that educational participation among indigenous groups may vary depending on sociocultural and economic variables. The presence of more female students may indicate increased support and encouragement for Indigenous women to pursue higher education, reflecting broader efforts to promote gender inclusivity in educational institutions. The highest age group recorded is between 18 and 20 years old, comprising 21 out of 22 respondents, which accounts for 90.9% of the total. The next age group, 21-23 years old, includes only one respondent, or 4.5%, while the 24 and above category also consists of 1 respondent, making up 4.5% of the total. Notably, there were no respondents below the age of 17. This means that most Mangyan students are not minors and have reached the typical college age, indicating that they are of legal age to make their own personal and academic choices. This suggests they will have adult responsibilities besides their studies, such as being financially independent, having a part-time job, or parental responsibilities. This finding is supported by Chung et al. (2017), who discovered that most students in higher education institutions are young adults at an optimal age for academic engagement, learning, and skill development. Because college education involves intellectual adaptability and social connection, students in this age group are expected to achieve their institution's academic and extracurricular requirements, allowing them to maximize their learning experiences and potential employment chances.

Moreover, the highest percentage belongs to students with 22 or more academic workloads, accounting for 45.5% of the respondents. The next group is those with a workload of 19-21 units, which comprises 31.8%, or 7 respondents. Meanwhile, 16-18 units account for 13.6% with three respondents, while 15 and below units account for only 9.1% with two respondents. This indicates that most Mangyan students at Divine Word College of San Jose carry a full academic workload, demonstrating their dedication to completing their studies despite potential challenges. This finding corresponds with the findings of Adriano (2023), which indicate that students who take on heavier academic loads frequently face increased pressure but also demonstrate resilience in managing their educational responsibilities. Lastly, regarding their course, the highest percentage belongs to students enrolled in Bachelor of Secondary Education and Bachelor of Elementary Education, comprising 59.1%, or 13 out of 22 respondents. This is followed by students taking skills training courses, making up 31.8%, or seven respondents. Meanwhile, BS Hospitality Management and BS Information Technology have one respondent, accounting for 4.5% of the total. No respondents were enrolled in the Bachelor of Science in Accountancy program. This indicates that most Mangyan students at Divine Word College of San Jose prefer to work in education, possibly because they want to help their communities by becoming educators. This finding corresponds with the research of Arcinas et al. (2018), who found that students from indigenous groups frequently choose courses that allow them to give back to their communities while providing stable career opportunities. Furthermore, it emphasizes the role of education as a tool for empowerment among Mangyan students.

Table 2*Mean Level of Culture of Acceptance of Mangyan Students*

INDICATORS	Weighted Mean	Verbal Description
1. My non-Mangyan classmate knows that I am a Mangyan	3.55	High level
2. My non-Mangyan classmate treated me like their other non-Mangyan classmate	3.59	High level
3. My non-Mangyan classmate helped me with my academic difficulties	3.50	High level
4. My non-Mangyan classmates do not discriminate against me	3.64	High level
5. My non-Mangyan classmates want to find out about my traditions and cultural beliefs	3.45	High level
6. My professors know that I am a Mangyan	3.45	High level
7. My professors treated me like one of their other non-Mangyan students	3.45	High level
8. My professors help me with my academic difficulties	3.77	High level
9. My professors do not discriminate against me	3.23	Moderate level
10. My school promotes equality for all students	3.55	High level
COMPOSITE MEAN	3.52	High level

Table 2 shows the mean level of cultural acceptance of Mangyan students in Divine Word College of San Jose. The weighted mean of all indicators ranges from 3.64 to 3.77, and the composite mean is 3.52. This indicates that the skills of Mangyan students at Divine Word College of San Jose are being developed in their careers. The high composite mean (3.52) suggests that the acceptance of Mangyan students and their proficiency in the educational aspect is a positive indication of their readiness for future opportunities, including their careers. Programs that focus on developing the skills of Mangyans allow for expanding knowledge and improving their personal and professional capacities. And this reflects the support and steps teachers and institutions take to help them succeed. Thus, cultural acceptance and strengthening students' skills from marginalized communities help their academic and professional development (Abdalla & Moussa, 2024). This statement highlights the importance of accepting and supporting the culture and abilities of students from marginalized communities. As such, you can explain that teachers and institutions play a vital role in addressing the needs of students from these communities to help them succeed. Steps such as creating an inclusive and culturally responsive environment help students thrive. In this way, they showcase their abilities and become more empowered in their academics and careers. Welcoming indigenous students, such as the Mangyans, is essential in helping them practice their skills. In programs that focus on skill development, students' potential in terms of their careers is recognized. Also, having a culture of acceptance within the school and community helps them recognize and support innovative and practical knowledge. This high score on the indicators shows that Mangyan students benefit from programs that focus on their skills and prepare them for their careers. These programs may include training in technical skills (Briñosa et al., 2024).

Table 3*Mean Level of Status of Social Position in terms of Academic Performance, Community Extension Service, and Participation in School Activities*

INDICATORS (Academic Performance)	Weighted Mean	Verbal Description
1. I recite and participate well in class.	3.59	High Level
2. I compete with my non-Mangyan classmates academically.	3.55	High Level
3. I may not be ashamed to answer and share my ideas.	3.36	High Level
4. I excel in every quiz and activity.	3.45	High Level
5. I received good grades every semester.	3.50	High Level
6. I seek academic support when I'm struggling with my classes.	3.14	Moderate Level
7. I complete my assignments and projects on time.	3.55	High Level
8. I review my notes and study regularly to improve my understanding of lessons.	3.68	High Level
9. I manage my time well to balance academics and other activities.	3.55	High Level
10. I believe my academic achievements have inspired others in my community.	3.73	High Level
Composite Mean	3.51	High Level

INDICATORS (Community Extension Service)		
1. I participate in different CES of my department/group.	3.45	High Level
2. I participate in different CES at my school.	3.50	High Level
3. I enjoy participating in different CES activities.	3.36	High Level
4. I know that CES is a part of my life here in DWCSJ.	3.45	High Level
5. I encourage my fellows to participate in CES actively.	3.27	High Level
6. I value the impact of CES on both my personal development and the community.	3.41	High Level
7. I am motivated to continue engaging in CES throughout my academic career.	3.36	High Level
8. I feel more connected to my school because of CES.	3.36	High Level
9. I am pleased to represent my school in community extension activities.	3.41	High Level
10. I'm prepared to commit my time to upcoming CES activities.	3.68	High Level
COMPOSITE MEAN	3.43	High Level
INDICATORS (Participation in School Activities)		
1. I participate in the Institutional Mass.	3.82	High Level
2. I participate and vote during the General Students' Election.	3.68	High Level
3. I actively participate in the school's intramurals.	3.73	High Level
4. I participate in the College Days.	3.59	High Level
5. I participate in the department activities.	3.68	High Level
6. I participate in the College Acquaintance Party.	3.55	High Level
7. I participate in Student Orientation	3.68	High Level
8. I participate in the foundation.	3.68	High Level
9. I participate in environmental programs like tree planting and clean-up drives.	3.45	High Level
10. I participate in the school's seminars and leadership development programs.	3.59	High Level
COMPOSITE MEAN	3.65	High Level

Legend: 3.25-4.00 High Level, 3.50-3.24 Moderate Level, 1.79-2.49 Low-Level, 1.00-1.74 Very Low Level

Table 3 shows the mean social position status level regarding academic performance, community extension service, and participation in school activities. The composite mean of 3.51, 3.43, and 3.65, respectively, shows a high level of agreement from the respondents. For academic performance, the result indicates that Mangyan students at Divine Word College of San Jose are highly engaged in their studies, demonstrating resilience and dedication to academic success in the face of potential challenges. Their active participation in class and commitment to coursework demonstrate their desire to succeed in higher education. However, the lower ratings for academic support-seeking behaviors may indicate a need for additional resources to assist them in overcoming academic challenges. This finding is supported by the study of Wa-Mbaleka (2013), which found that Indigenous students with access to adequate academic resources and institutional support perform well despite socioeconomic disadvantages. Furthermore, Vecaldo et al. (2020) emphasized that Indigenous students' academic success is closely related to their resilience and ability to adapt to new educational environments. Continuous support systems like mentorship programs and academic assistance could help them improve their educational experiences and overall success.

Furthermore, community extension service is key in enhancing access to essential resources and services for underserved populations. It is supported by the study of Wa-Mbaleka (2013), which advises that schools should use a comprehensive approach to community and human development to successfully educate Mangyan students. They have to set high criteria and offer help and encouragement to meet them. Teachers need to discover the Mangyan's culture. Placing the school within or close to the Mangyan neighborhood in the school's improvement is a crucial factor to consider as part of encouraging citizens to be active. The last variable shows that the social position of the respondents, in terms of participation in school activities, has a composite mean of 3.65. It demonstrates that all indicators produced high-level results, with weighted means ranging from 3.60 to 3.70. Furthermore, extracurricular activities foster relationships, teamwork, communication, and a sense of belonging. The school recognized them and provided them with fair and appropriate opportunities that would enable them to succeed and fit in with society. This is supported by the study of Vecaldo et al. (2020). One of the marginalized socioeconomic groups that make up the minority population of the Philippines is acknowledged to be the indigenous peoples (IPs). Using a descriptive-correlational design, this study examined the relationship between 1,860 IPs enrolled at a public institution in the northern Philippines and their academic profiles and college readiness.

Table 4*Status of Social Position of Mangyan Students in terms of Academic Performance (Average Grade Bracket)*

Average Grade Bracket	Frequency	Percentage
75-80	0	0
81-86	9	40.9
87-92	7	31.8
93-100	6	27.3
Total	22	100%

Table 4 presents the academic performance of Mangyan students at Divine Word College of San Jose, categorized by their average grade brackets. The highest percentage (40.9%) of students fall within the 81-86 grade range, totaling nine respondents. This is followed by 31.8% (7 students) with average grades between 87 and 92. Meanwhile, 27.3% (6 students) achieve grades in the 93-100 range. Notably, no students fall within the 75-80 grade bracket. This indicates that most Mangyan students at Divine Word College of San Jose perform at an average to above-average academic level, with none falling into the lowest grade bracket (75–80). The concentration of students in the 81–86 and 87–92 ranges suggests a stable academic performance, while 27.3% achieving high grades (93–100) highlights the academic potential and excellence among some Mangyan students. This finding corresponds with Vecaldo et al. (2020), who found that Indigenous students, despite facing educational barriers, can achieve high academic performance when given adequate support and resources. Similarly, Wa-Mbaleka (2013) and Cochrane & Maposa (2018) found that Indigenous students thrive when schools use culturally responsive teaching methods and create a supportive learning environment. Mangyan students' relatively high academic performance indicates adaptability to traditional learning environments. However, it emphasizes the importance of ongoing academic support, culturally inclusive curricula, and community engagement in ensuring their long-term success.

Table 4 presents the social position of Mangyan students at the Divine Word College of San Jose. It shows that factors such as sex, age, academic workload, and course do not significantly impact the students' educational performance since the p-value of 0.312 exceeds the 0.05 alpha level to be substantial. Moreover, there is no significant relationship between the profile and social position in community extension services because of the p-value of 0.636. This leads to the acceptance of the null hypothesis. The data support the null hypothesis in both cases, indicating that sex, age, academic workload, and course do not significantly affect academic performance or social position in community extension services. The p-values of 0.312 for academic performance and 0.636 for community extension services suggest that these variables are not strong predictors or factors influencing student outcomes in the areas assessed. This conclusion highlights the need for further research to identify other potential factors that may significantly impact these aspects of student life. This study reveals that Mangyan learners in the examined school system achieve the highest scores on standardized tests in the Province of Occidental Mindoro.

Table 4*Correlation Coefficients and p-values for Hypothesis Testing*

Variables	Correlation Coefficient	Effect Size (r^2)	Critical value	t-value	P-value	Interpretation
Profile & Social Position						
Profile → Social Position (Academic Performance)	-0.226	0.051	2.086	1.038	0.312	Not Significant
Profile → Social Position (Community Extension)	0.107	0.011	2.086	0.481	0.636	Not Significant
Profile → Social Position (Participation in School Activities)	-0.420	0.176	2.086	2.069	0.050	Significant
Profile → Social Position	-0.270	0.073	2.086	1.254	0.224	Not Significant

Culture of Acceptance & Social Position						
Culture of Acceptance → Social Position (Academic Performance)	0.819	0.670	2.086	6.376	0.001	Highly Significant
Culture of Acceptance → Social Position (Community Extension)	0.567	0.321	2.086	3.077	0.001	Highly Significant
Culture of Acceptance → Social Position (Participation in School Activities)	0.605	0.366	2.086	3.398	0.001	Highly Significant
Culture of Acceptance → Social Position	0.805	0.648	2.086	6.068	0.001	Highly Significant

Legend: pd: p-value < 0.001 Highly Significant ; p-value < 0.05 Significant

However, an informal discussion with a public school teacher, who teaches other Mangyan students, highlighted that these learners face significant challenges in their overall learning. It means someone (a researcher, fellow educator, or concerned individual) casually conversed with a public school teacher who teaches Mangyan students. Through that conversation, they discovered that these students face many learning challenges. An informal discussion with a public school teacher simply means a casual or non-official conversation; it's when someone talks to the teacher in a relaxed setting. The study wanted to find out what teaching methods work best in helping Mangyan students succeed in their education. Additionally, it became essential to examine the difficulties faced by teachers in the selected school system when trying to provide these students with a high-quality education. Wa-Mbaleka (2013) found that teachers have not always been effectively prepared to teach IP students nor supplied with resources to assist them to progress their capabilities and skills (OECD, 2017; Robiños et al., 2020).

4. Conclusions

The study leads to the following conclusions. Based on the data gathered, there are 10 male (45.45%) and 12 female (54.55%) Mangyan students at Divine Word College of San Jose. Their ages range from 18 to 20 years old. Regarding academic workload, 40.91% take a whole load of 22 or more units, 22.73% are enrolled in 19 to 21 units, 18.18% take 16 to 18 units, and 18.18% have a lighter load of 15 or fewer. These findings indicate that most Mangyan students carry a heavy academic workload, showing their determination and effort to finish their studies despite any difficulties. Moreover, the study shows a high level of acceptance among Divinian students and professors, with a composite mean of 3.52. This implies that Mangyan students feel welcomed, which positively affects their academic performance and participation in school activities.

Nevertheless, some still experience exclusion, leading to social withdrawal. To address this, institutional efforts like scholarships and cultural programs help foster inclusivity, emphasizing the need to maintain a strong culture of acceptance. Regarding social positions of Mangyan students in terms of academic performance, Mangyan students demonstrate strong academic performance, with a composite mean of 3.45. Despite financial and social challenges, they generally meet academic expectations. Their commitment to studies often leads them to prioritize coursework over extracurricular activities. However, heavier academic workloads may impact their ability to balance school responsibilities. Regarding their Community Extension Services (CES) involvement, Mangyan students exhibit varying levels of participation in CES programs. Some actively engage in outreach and volunteer work, while others struggle to balance academic demands with community service. Therefore, institutional support, such as flexible scheduling and additional resources, can help increase participation in CES activities. In terms of the involvement in school activities, Mangyan students show a high level of involvement, with a composite mean of 3.65. However, some hesitate due to academic pressures, personal reservations, or cultural differences. While overall engagement is strong, not all students feel equally involved. Hence, addressing barriers like time constraints and enhancing institutional support can improve inclusivity. Regarding the factors affecting social position in Profile, the social position of Mangyan students is not significantly

affected by their profile. However, students with heavier workloads may participate less in activities, and those in education-related programs often need to dedicate more time to their studies, which can limit their social engagement. Lastly, the culture of acceptance—a strong culture of acceptance—supports academic success and school involvement. Students who feel welcomed tend to perform better and engage more, while those who experience exclusion may withdraw socially. Thus, maintaining institutional support ensures equal opportunities for all Mangyan students.

4.1 Recommendations

The following recommendations are made based on the findings and conclusions of the study: Divine Word College of San Jose may offer targeted support and resources for female students, such as fostering inclusive environments, given their majority in the population. With the significant percentage of students enrolled in BEED and BSED programs, it is also recommended that the academic pathways be enhanced through specialized mentoring and tutoring. Additionally, given that the students are aged 18-25, to manage substantial academic workloads, they may implement stress management programs, time management, study skills, and academic counseling services to navigate their studies effectively. It is recommended that the institution host a cultural awareness program featuring Mangyan culture to promote understanding among students and teachers. Training for teachers on culturally responsive teaching may ensure equitable support for Mangyan and non-Mangyan students, bridging cultural gaps and academic support. The institution may establish a robust academic support system, such as tutoring and mentoring, with an open channel for communication to allow for feedback and understanding of their needs. Also, regular workshops and training sessions for teachers in an inclusive learning environment may heighten awareness and effectiveness in engaging diverse students. It is recommended that DWCSJ expand the range of CES activities by incorporating the cultural values of the Mangyan community. They may establish partnerships with local organizations and community leaders that may provide resources and experiential learning opportunities, linking experiences to real-world applications and promoting the achievement of Mangyan students to strengthen the connection between the college and community. DWCSJ may consider developing targeted school programs that specifically incorporate and celebrate the rich cultural heritage of the Mangyan community. Also, they may improve institutional efforts in promoting upcoming activities through diverse communication networks that cater to the Mangyan students' preferences and regular evaluation of involvement and satisfaction to inform continuous improvement strategies. It is recommended that DWCSJ implement a holistic support program that addresses the Mangyan students' emotional, social, and academic needs. Also, reducing stereotypes and promoting inclusiveness through workshops for the larger college community fosters cultural awareness. DWCSJ may conduct workshop training, such as cultural exchange activities for students and teachers, to encourage appreciation and acceptance of Mangyan heritage and advocate for inclusive policies to break down barriers and build friendships. Future researchers should conduct longitudinal studies to provide valuable insights on how their social positions and academic performance evolve. They may also incorporate qualitative research methods to capture students' personal experiences and challenges through interviews and focus groups.

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