



# Neoliberal Globalization and Senior High School: Insights from Public Schools in Negros Oriental, Philippines

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## Abstract

**Objectives.** This study explores how neoliberal globalization has shaped the implementation of the senior high school (SHS) program in the province of Negros Oriental, Philippines, focusing on its impact on students, educators, and the education system as a whole.

**Materials and methods.** The study gathered insights through interviews and document analysis using a qualitative approach. The participants included 30 public school teachers and/or administrators and 30 public senior high school students. They shared their experiences and perspectives by understanding how global economic policies influence local educational practices.

**Results.** The findings reveal that while the SHS program aims to prepare students for a competitive global economy, its implementation reflects neoliberal ideals such as privatization and market-driven skills. These changes have created challenges in ensuring equitable access and quality education, particularly for marginalized communities.

**Conclusions.** This study underscores the need for educational reforms that meet global standards while remaining inclusive and responsive to the needs of local communities. By addressing these gaps, the education system can better serve its stakeholders and foster equitable opportunities for all.

**Keywords:** neoliberal globalization, senior high school, equitable education, local context, inclusive reforms.

## Introduction

Education as a light of hope amidst socio-economic and political challenges manifests itself most evidently in the Philippines, where inequality continues to exist despite economic growth. Globalization has far-reaching implications for education, especially at the present time. This research explores how neoliberal globalization has affected the implementation of senior high school education in Negros Oriental, Philippines, as a microcosm of nationwide experiences.

The onset of neoliberal globalization, marked by liberalization of the economy and market-based policies, has brought about major changes within our educational sectors. As a response to global needs, the educational systems of different countries, including the Philippines, have been greatly changed. The Philippine education sector experienced some notable shifts, with the K-12 system being one such change meant to synchronize local education standards with global ones and promote competition internationally.

These reforms, however, have not been agreed on by everyone. Critics say that the neo-liberal agenda that underlies these changes worsens the inequality gap, treats education

as a commodity and emphasizes market-driven outcomes versus comprehensive development. On one hand, champions of globalization speak about its potential advantages; however, there are persistent concerns over its accessibility, quality and relevance, specifically in public schools.

Based on empirical evidence from Negros Oriental's high schools, this study tries to demystify complex issues surrounding senior high school education as they are impacted by neoliberal globalization. In this respect, the aim of this research is to provide an understanding of how globalization has affected education through interviews with educators, administrators, and students. A more equitable educational system can be realized if policy-makers and other stakeholders understand such dynamics against the backdrop of globalization.

The socio-economic and political scene of the Philippines is so critical such that in fact, Magsino (2009) noted that it creates a number of doubts about the future of Filipino children. It is possible to see that there is an increasing need to check or manage this rise in unequal distribution of wealth and opportunity for success among Filipinos, as evidenced by the fact that poverty has been growing at a faster rate over time. It has always been argued that education is one

way that can be used to reduce inequality levels in the long run and reduce the poverty risks associated with it. In view of these, education, as a best equalizer, has remained one of the avenues for addressing increasing income gaps observed annually, thereby providing platforms for lessening poverty challenges that threaten life stability from individualistic perspectives at various degrees.

However, globalization has created inevitable complications or predicaments that demand efficient forms of teaching from pre-kindergarten up to post college level since the educational system in the country has undergone transformation due to globalization. According to Al-Rodhan & Stoudmann (2006), globalization refers to international multiculturalism, economic-political-cultural-social integration; defined as global interrelationships between localities resulting from modernism and where remote outposts were tied through exchange networks.

Globalization became popular in the 1980s, but its roots can be traced back to the 1960s. It initially focused on environmental concerns like climate change and ozone depletion. Over time, it has become a global phenomenon that affects politics, economics, and society (Erkizan, 2002). Globalization is closely related to various historical, social, cultural, economic, and intellectual forces. Developed nations promoted globalization to establish economic, social, and intellectual control over developing countries. According to Maguire (2010), globalization breaks down geographical barriers, leading to increased connectivity in economics, technology, politics, and culture. Even as our world experiences shifts in social and economic dynamics (Elcin, 2012), the rapid progress of information and communication technologies is pushing globalization forward (Karaman, 2010). However, globalization isn't about everyone becoming the same, but rather about people from different backgrounds connecting and understanding each other better (Balci 2006). Despite some pushback, globalization seems unstoppable, largely driven by international financial forces (Kozanoglu, 2002), which can sometimes challenge the sovereignty of nations and make them more reliant on stronger ones. While globalization brings opportunities for collaboration, knowledge sharing, and business growth (Balay, 2004), it also worsens inequalities and poses challenges to jobs and education access, leading to a mix of positive and negative outcomes (Kozanoglu, 2002).

Many countries are embracing globalization as an unavoidable reality, recognizing that adapting to its challenges and opportunities is essential for survival (Gumus 2013). Education emerges as a crucial player in this adaptation process, especially in today's fiercely competitive global landscape, where it serves as a cornerstone for maintaining society's competitive edge (Maguire, 2010). To thrive in international competition, societies must have effective education systems that equip individuals with the skills and qualifications demanded by globalization (Çalik & Sezgin, 2005). Consequently, many nations are reforming their educational institutions to meet the demands of globalization, leading to tangible successes (Maguire 2010). This has resulted in comprehensive changes in school structures, curricula, and operations, as countries strive to produce qualified and competent individuals fit for the global stage (Ozdemir, 2011). Today's educational programs are designed to prepare individuals for the global ex-

perience, foster intercultural understanding, and emphasize the interconnectedness of individuals with the world around them (Güven, 1999).

The education system in the Philippines has been evolving over time, and has undergone various changes and improvements in its curriculum. The Department of Education has been actively introducing these changes to meet the demands of globalization, affecting both teachers and students, particularly those in public schools. These alterations have been evident in curriculum programs and activities, including the adoption of diverse teaching strategies like the "Four Pronged Approach" and "Cooperative Learning." There have also been adjustments in the allocation of teaching time for different subjects. Recently, there's been a shift towards using both English and mother tongue languages as mediums of instruction, with innovations like double exposure in mathematics as part of the "Mother Tongue-Based Multilingual Education" (MTB-MLE) initiative. Perhaps the most significant change in recent years has been the introduction of K-12, launched in the 2012-2013 school year, which stands out as a major overhaul in the Philippine educational system.

The Philippines, a member of the Association of South-east Asian Nations (ASEAN), grapples with significant poverty, with an estimated 20-40 million citizens living below the poverty line, according to official government and World Bank statistics (2015a and 2015b). Despite once ranking higher than countries like Thailand, Indonesia, China, and Mongolia in the Human Development Index (HDI), the administration of then President Benigno Aquino III sought to address economic challenges by bolstering the export of semi-skilled laborers and professionals to developed countries (San Juan, 2014). This was facilitated by aligning the country's education system with international standards, such as the 'Bologna Process' which was adopted by 47 European countries and the Washington Accord for engineering degrees, which allowed for global mobility (Presidential Communications Development and Strategic Planning Office, 2015). To further enhance the workforce's qualifications, the Philippine government introduced an additional two years of secondary schooling, known as K-12 (kindergarten-12 years of Pre-University education). The aim was to equip citizens with the necessary skills to seek employment abroad, even without college degrees. The K-12 scheme represents a clear neoliberal restructuring of the education system attuned to the core countries' attempts to manage the crisis in the Philippines (Juan 2016).

The rollout of the K-12 program in the Philippines has sparked widespread criticism, which was viewed as emblematic of a broader shift towards neoliberal policies emphasizing privatization, labor exploitation, and a focus on technical skills in education (Juan, 2016). This restructuring has fostered a culture of performance-driven education, particularly evident in the K-12 program and quality management measures in higher education (Sannadan & Lang-ay 2021). Despite aspirations to meet global standards and equip students for the future (Alonzo 2016; Barrot 2021), the program has encountered significant hurdles during its initial phases, which prompted concerns about its impact on students and the need for further refinement (Alonzo 2016; Barrot 2021).

The introduction of K-12 education reform has been significantly shaped by big corporations and powerful na-

tions, who view it as a possible fix to their falling profits and the slow growth of global trade (San Juan, 2013; Torrevillas, 2015). This reflects a broader trend of corporate engagement in education, which was driven by their aim to mold the education system according to the demands of the global capitalist economy (Au & Hollar, 2016; Mathison & Ross, 2002; Greenberg, 1993).

## **Globalization and Education: A Literature Review**

### *Historical Continuity of Globalization*

The idea that today's globalization is just a modern iteration of historical cross-border interactions is widely accepted (Abdi et al., 2006; Tikly, 2001). This viewpoint gains support from the close link between migration and globalization, as seen in the history of Chinese migration (Ryan, 2007). However, Bairoch & Kozul-Wright (1996) challenged this comparison, pointing out the uneven economic development before 1913. Wesseling (2009) and Germain (2000) place globalization in historical contexts, with Wesseling focusing on its origins in European expansion and industrialization, and Germain discussing its impact on modernity and capitalism. These perspectives highlight the intricate nature of globalization, which suggests that it is a mix of historical patterns and a powerful force on its own.

The rapid pace of globalization, as fueled by advances in technology and global economic connections, has reshaped our political and cultural landscapes (Castells, 2000). Yet, its effects aren't all sunshine and rainbows, as it has also widened the gap between social classes and led to inequalities (Rizvi & Lingard, 2000). This global shift has left its mark on both national and international politics, which has triggered significant changes (Woods, 2000). Moreover, it's influenced by Western lifestyles and has flooded us with new technologies for sharing information (Ricento, 2010).

Held and McGrew (2003) argue that sceptics view globalization as a misrepresentation. Instead, they propose that "internationalization," referring to the growing links between distinct national economies, and "regionalization" or "triadization," the clustering of cross-border exchanges, are more accurate concepts. Sceptics believe that territory, borders, and national governments remain crucial in shaping power and wealth. They also contend that globalization is largely an ideological construct used to legitimize neoliberalism and the expansion of Anglo-American capitalism.

Globalization, whether considered a new phenomenon or not, has undoubtedly reshaped the way the world works. Over time, various events and ideas have contributed to this shift, creating a system where global changes happen more quickly and affect us in many different ways. As Abdi et al. (2006) point out, what sets today's globalization apart is how deeply connected everything is—our politics, economies, cultures, education, and technology—and how fast these connections influence our daily lives (p. 20).

The surge of globalization in the late 20th century stemmed from various factors—economic shifts, political transitions, and technological advancements all played key roles. Changes in the economy, like moving towards floating exchange rates and the expansion of international finance, were crucial drivers (Simmons et al. 2008). These econom-

ic shifts were further propelled by the spread of neoliberal ideas, such as privatization and deregulation (Mohamed, 2008). The end of the 'Cold War' and the rise of democracy also contributed significantly to global interconnectedness (Simmons et al., 2008). Moreover, breakthroughs in technology, particularly the internet, made global communication faster and more accessible (Simmons et al., 2008). This era of "neoliberal globalization" had profound impacts, which have shaken up the foundations of modernity and capitalism (Germain, 2000).

### *Friedman's Vision of a Flattened Global Community*

In Thomas Friedman's book "The World is Flat," he offers a unique perspective on globalization and its impact on our world. Friedman suggests that globalization has "flattened" the world through various economic and technological advancements since the late 1980s and early 1990s, which brought nations closer together into a global community (Ghemawat, 2007). Friedman (2005) suggests that significant events like the fall of the Berlin Wall and the emergence of the internet have enabled new ways of connection, like outsourcing and supply-chaining, which have changed global interactions. He believes these forces came together around 2000, empowering nations, businesses, and individuals alike (Friedman, 2005).

On the other hand, Rodríguez-Pose (2008) presents an alternative perspective, which argues that geographic proximity still influences economic activity and that not all locations benefit equally from globalization. Ruth and Pizzato (2007) also contribute by pointing out potential internal challenges for the US in staying competitive globally. Despite these criticisms, Friedman's insights continue to be valuable in understanding globalization and its effects.

Friedman (2005) and Ahluwalia (1996) stress how important it is for developing countries to undergo big economic changes and adopt market-oriented strategies, like opening up to foreign investment and liberalizing trade. They believe these changes are crucial for boosting economic growth and reducing poverty. Borensztein (1994) and Katz (2006) add to this by discussing how shifting towards market-based systems can help industries grow in these countries. However, Katz (2006) also points out that economic theories may not fully capture the challenges of industrial development in these contexts.

Broad and Cavanaugh (2006) challenged Friedman's notion of a "flat earth" and his claim that global forces and technology may empower governments, businesses, and individuals through macroeconomic shifts. They contended that poverty is a result of both income and empowerment, which are frequently disregarded in favor of international commercial interests. They noted that in many countries, the gap between the affluent and the marginalized has grown as a result of economic globalization. Additionally, they faulted foreign aid for maintaining current disparities rather than giving marginalized communities more influence.

Still, not all scholars concur that inequality is an inevitable byproduct of globalization. While acknowledging the existence of inequality both within and between states, Wolf (2005) contends that globalization has lessened inequality in traditionally impoverished countries such as China and India. He saw increases in human welfare metrics such as life expectancy and literacy, as well as a decline in the rate of

extreme poverty, especially in developing nations that have been incorporated into the international economy.

### *Globalization and Education Reform*

Globalization, as discussed by Carnoy (1999) and McGinn (1996), has a significant impact on education, particularly in the context of the global knowledge economy. This has led to a growing need for higher education and skills, especially in developing countries (Welmond, 2002). However, the relationship between education and economic competitiveness is complex. While Ioan et al. (2013) and Lemoine et al. (2020) emphasize the role of education in enhancing economic competitiveness, Sahlberg (2006) argues that the traditional approach of increasing standardization in education may not be effective in achieving this goal. Instead, he suggests that flexibility, creativity, and collaboration are key to promoting economic competitiveness through education. Stewart (1996) further highlights the challenges faced by countries with weak education systems in the era of globalization.

The government feels the need to increase education spending because of the “need” to create educational opportunities in order to meet both the social and economic needs of the global economy for workers with higher levels of education. Nevertheless, additional funding for education is hard to come by in many poor nations. As strange as it may sound, the reason for this is that these nations generally do not integrate well into the global economy and thus suffer. Because their work force lacks the necessary abilities to compete globally, Nissanke and Thorbecke classify it as a “unsuccessful globalizer” (Nissanke & Thorbecke, 2006; Hallak, 2000).

Curriculum and pedagogy have suffered as a result of globalization as nations have attempted to modify both the content and methodology of education in order to integrate and promote the knowledge, information, and skills necessary to compete in the global marketplace. Education systems have expanded their course offerings rather than reviewing and updating the entire curriculum to include updated context and foundation materials. It is significant that there is debate about curriculum modifications since it serves as a repository of cultural information as well as a tool for social and political control. It is much more than just a place to acquire the skills necessary to participate in the global market.

The Philippines has undergone significant educational reforms, particularly in higher education, as it seeks to enhance global competitiveness (Ngohayon & Nangphuhan, 2016). However, these reforms have been critiqued for their neoliberal underpinnings, including privatization and labor exploitation, as seen in the K to 12 system (Juan, 2016). The impact of these reforms on the development of modern attitudes and values, particularly in relation to migration for work, has been explored (Spire, 2006). The K-12 program, in particular, has faced challenges and criticisms, with concerns about its impact on different sectors (Abulencia, 2015).

The global trend of internationalization in Filipino schools, particularly in Manila, is driven by the desire to attract international students and promote the country's unique position in the global market for migrant labor (Ortiga, 2018). This trend has led to a need for curriculum enhancement to address global challenges and societal changes (Hagos & Dejarne, 2008). However, it has also created a

tension between global and local encounters, particularly in teacher education policy, leading to a need for sense-making and identity formation among school stakeholders (Reyes, 2018). Despite the push for internationalization, there is a call for caution and a more inclusive approach to development in the face of global competition (Calacday, 2020).

## **Materials and Methods**

### *Research Design*

In this study, the qualitative phenomenology research method was employed, and participants were selected using the maximum variety sampling method. According to Yildirim & Simsek (2011), the maximum variety sampling method intends to enhance the diversity of individuals in the sample regarding the research topic. This method also enables the examination of both similar and diverse perspectives of these individuals on the subject matter. Data collection for the study was conducted through the utilization of a semi-structured interview form.

The rationale behind the use of a qualitative approach in this study stems from its ability to offer detailed descriptions and support interpretive objectives. These objectives encompass determining the viewpoints of senior high school teachers on how globalization has impacted the implementation of senior high education. Moreover, the study aims to comprehend the significance of “relevance” for students who will experience their lives at the crossroads of local and global contexts.

### *Description of Research Instrument*

A semi-structured interview form was utilized as a data collection instrument in the study. A literature review on the topic of globalization and education was conducted before designing the interview form. Two sets of interview forms were developed, one for teacher participants and one for student participants. Each interview form consisted of two parts or sections. The first part of the interview form for teacher participants included questions about demographics (age, gender, educational level, and length of service). The second part consisted of questions aimed at determining the participants' views on the effects of globalization on their teaching profession and the implementation of senior high school. The opinion of an “expert” was sought to determine whether the interview form adequately captured the participants' views. As a result, a few questions were reformulated. The clarity and comprehensibility of the interview questions were assessed through pilot interviews with three teachers and three students.

### *Data Gathering Procedure*

The interview form used in the study was employed for data collection purposes. The researcher personally visited the schools and sought consent from the school principals to conduct the study. The approval letter from the DepEd VII regional director was presented to the principals as evidence of departmental approval at the regional level. An agreement was reached to conduct the interviews during free time. The researcher visited the schools multiple times, conducting separate interviews with teachers and students during the initial vis-

it. The study objectives were explained to them. After reviewing the questions on the interview form, teachers who felt capable of answering them voluntarily participated in the survey. It is worth noting that some teachers declined to participate, citing their busy schedules and the difficulty of dedicating time to answering the questions. On the other hand, the researcher did not face significant challenges in finding students who were willing to take part in the survey. Given that most participants wanted sufficient time to provide their “best” responses, the researcher waited for an hour or two in some schools to collect the forms. However, many of the interview forms were left with the participants upon their request and collected at a later date.

*Data Analysis Method*

To analyze the study data, a descriptive and content analysis was conducted. The researcher initially analyzed the data by coding the responses provided by both the teachers and student participants on the interview forms, based on the substance or essence of their statements. These codes were then scrutinized, and similar codes were grouped together under common themes. The themes were carefully developed, and the generated codes were compared. The codes and themes were defined and organized in a coherent manner, and a table was created to include information on the occurrence of statements related to each code and theme, as well as the participants who provided the statements. The actual names of the participants were replaced with codes such as T1, T2, etc. for teachers and S1, S2, etc. for students.

To ensure reliability, each stage of the study was presented in detail. The internal consistency of the study was safeguarded by deliberating on the data codes and themes through code and theme comparison. The interview forms for both teachers and student participants were formulated based on the literature review to ensure internal validity. Furthermore, to ensure external validity, the data were organized based on the selected codes, and the themes and data were presented directly to the reader without any interpretation. As a result, direct citations of the participants’ statements were included in the text.

**Results**

*Assessment of the Changes Implemented in the Philippine Teacher Education System as a Result of Globalization*

As indicated in Table 1, the perspectives of the teacher respondents regarding the changes introduced in the teacher

education system in the Philippines as a result of globalization were categorized into two themes: Positive and Negative Views. The majority of the teachers emphasized negative views. They highlighted the inadequacy of the implemented changes, particularly in senior high school where there is a pervasive lack of learning resources or insufficient instructional materials, as well as the presence of some teachers who still lack the necessary qualifications to teach senior high subjects. The implementation was abrupt, leading to significant concerns among senior high school teachers due to increased workloads. One teacher specifically mentioned that this sudden implementation has resulted in a decline in teacher qualifications:

“Although the aim of the implemented changes in the teacher education system as caused by globalization is for the betterment of the education system – for the teacher to be globally equipped and for the students to be globally competitive, it cannot be denied that because of the rushed implementation of the additional 2 years in high school, there were those hired teachers who are less qualified. Many are not education graduates, as long as they are college graduates and have NC II accreditation from Technical Education and Skills Development Authority (TESDA), even though they are not yet eligible, they were hired.”

On the other hand, several teachers have expressed the positive aspects of the implemented changes, despite their sudden implementation. The integration of technology, which is suitable and in line with global requirements, has revitalized the education system. The applications used are focused, relevant, and reflect contemporary curriculum trends. Moreover, it has brought about parallelism with educational systems in other countries. Another teacher emphasized that these changes have made them “modern educators.” One respondent further emphasized the importance of producing globally competent teachers and competitive students:

“As the saying goes, “The only constant in this world is change.” Thus, change is everywhere. At first, these changes seemed to be a burden for teachers and for those aiming to be one. But as time went by, adaptation took place. Globalization in terms of education has a positive impact, especially on producing teachers & learners who can compete with the global demands.”

*Teachers Views on Globalization’s Impact on the Teacher Training Process*

On a positive note, numerous teachers have expressed that the effects of globalization on the teacher training

**Table 1.** Teachers’ views on the changes implemented in Philippine education system within the context of globalization

Positive Views	Negative Views
<ul style="list-style-type: none"> <li>• brought changes in education system like technology integration/ predominance of technology</li> <li>• following international standards is the best reform</li> <li>• helps revitalize education system</li> <li>• parallelism with other countries</li> <li>• fitting to global needs</li> <li>• positive and innovative</li> <li>• focus on application</li> <li>• contemporary teacher</li> <li>• student-centered education</li> <li>• relevant &amp; contemporary curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• inadequate learning resources/ limited instructional materials</li> <li>• teachers are bombarded with lots of paper works, thus, their inability to focus on teaching anymore</li> <li>• drastic, overwhelming for teachers as it means more workloads</li> <li>• teachers limited capabilities</li> <li>• issue on inaccessibility due to low internet connection</li> <li>• theoretically positive, negative in practice</li> </ul>

**Table 2.** Teachers’ views on the impact of globalization on teacher training process

Positive Views	Negative Views
<ul style="list-style-type: none"> <li>• increased intercultural competence</li> <li>• communication skill developed</li> <li>• enables participation</li> <li>• increases knowledge on global trends</li> <li>• creates opportunity for cultural diversity and aesthetic differences</li> <li>• positive values promoted</li> <li>• enable students to see themselves as global citizens</li> <li>• contribute to peaceful, just, sustainable world</li> <li>• broadens horizons</li> <li>• encourages exploration of all subjects from a global perspective</li> <li>• creative approach</li> </ul>	<ul style="list-style-type: none"> <li>• caused overburden to teachers</li> <li>• sometimes detrimental to health due to tedious trainings</li> <li>• trainings mean more work, more work means overwhelming paper works</li> <li>• unable to focus to the real needs of students</li> <li>• inapplicability of some trainings</li> <li>• more trainings being conducted resulting to less time in focusing to teaching</li> <li>• additional burden</li> <li>• tiring</li> </ul>

process have led to an enhancement of their understanding of global trends and an increase in their intercultural competence. Additionally, it has opened up avenues for them to embrace cultural diversity. Some teachers have highlighted that the training process, influenced by globalization, enables them to instill a sense of global citizenship in their students, potentially fostering a more peaceful, just, and sustainable world. One teacher respondent aptly stated:

“Today’s teaching training process has also been elevated to cope with the demands of globalization. The pressure is real, but teachers have to raise standards to adapt to the advent of many changes.”

Another teacher made a positive remark, stating that:

“Globalization impacts the teacher-training process through helping teachers to be aware of all the events and information not only locally but also globally. With this, teachers are trained in order to be at par with other countries in terms of knowledge & skills that they should possess so as to produce globally competitive learners.”

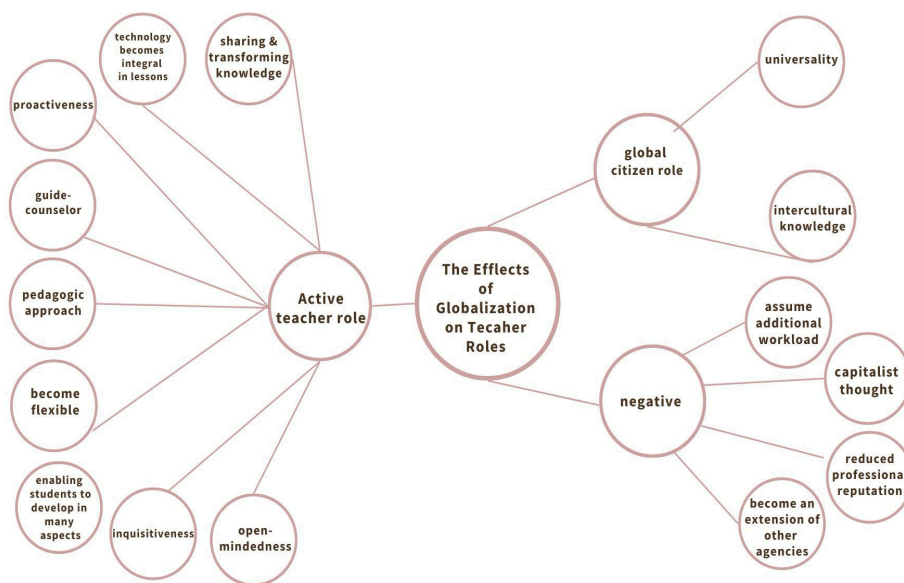
On the contrary, there are respondents who held negative views regarding the impacts of globalization on the

teacher training process. The negative remarks commonly expressed include the following: the overburdening effect it had on them, the tedious nature of some training which were seen as detrimental to health, and the additional workload and paperwork involved in the training. One respondent specifically criticized that:

“Teachers are trained or retrained as a way of calibrating their skills in teaching to provide excellent learning to students. It is somehow good, but because of it, teachers are less focused as they are asked to attend training, thus having less contact time with students and complying with all needed documents.”

*Teachers’ Views on the Changes Brought by Globalization in the Roles of Teachers*

Based on Figure 1, the teachers’ responses regarding their perspectives on the impact of globalization on the roles of teachers can be categorized into three main themes: global citizens’ roles, active teacher roles, and negative effects. The majority of the responses primarily focused on the theme of



**Fig. 1.** Teachers views on globalization’s effect on their role(s)

active teacher roles. Many teachers emphasized that one of the main changes brought about by globalization in their capacity as educators is the necessity to adopt a student-centred approach and take on the role of guide and counsellor. Additionally, some teachers highlighted their active role in sharing and transforming knowledge, integrating technology into their teaching methodologies, maintaining an open-minded attitude, assisting students in their holistic development, embracing flexibility, adopting a pedagogical approach, and fostering curiosity. One teacher expressed:

“One major change in the roles of teachers as a consequence of globalization is the incorporation of technology as part of our teaching strategy. Everyone has no choice but to adapt, in one way or another.”

Another one answered:

“Regardless of the changes brought about by globalization to our roles as educators, we continue to be the facilitators who assist students in cultivating knowledge.”

However, several negative opinions have been raised regarding the impact of globalization on teachers’ roles. It has been emphasized that teachers are now burdened with additional workloads, some of which are essentially extensions of various agencies. Furthermore, they are required to meticulously track everything they do in the classroom. As a result, they feel that their status as professional educators has gradually diminished, leading them to adopt a more capitalist mindset. One teacher expressed their thoughts by stating:

“As much as we wanted to be with our family every time we are at home, it is now very inevitable that we need to make our home an extension of our school work. The new curriculum, although very relevant, is very exhausting as it entails overwhelming reports.”

### *Teachers’ Perspectives on the Extension of the High School Curriculum by Two Years*

As indicated in Table 3, it is evident that a significant number of teachers expressed positive views regarding the addition of two years in high school. Many emphasized the importance of senior high school in enhancing students’ employability upon graduation, while others highlighted the alignment of senior high school with global standards, ensuring that students are on par with graduates from other countries. Some teachers also underscored the benefits of the senior high school program in facilitating the exploration of

students’ potential in their chosen tracks or specializations. Additionally, one teacher noted that the implementation of senior high school has created employment opportunities for several teachers. Furthermore, another teacher stated:

“The additional 2 years in the high school program is a welcome move because it’s advantageous to students to learn more, especially in livelihood skills; graduates will become eligible for work, making them productive members of the community. This is an advantage or opportunity to those who wanted to work immediately after SHS, they’re qualified already & legible enough in these different tracts of specialization.”

On the other hand, one teacher respondent had answered:

“Although one of the goals of senior high is for the graduates to already be ready for employment, nevertheless, it is still not enough to provide quality education, especially if one is not able to pursue and finish college. A senior high graduate is still nothing in terms of employability compared to those who have a college degree. It is good that the government is now making college education free in state colleges and universities.”

Also on a negative note, one respondent stated:

“Many of the poor students have no choice but to take the tract they actually do not like because of having no choice as the offered tracts in the school within their reach are very limited. Their parents could not afford to send them to those schools where their supposed preferred tract is offered.”

### *Assessment of Students’ Sentiments Regarding the Experience of Attending an Additional Two Years in High school*

As indicated in Table 4, the students’ responses regarding their feelings towards attending an additional two years in high school can be categorized into two themes: Positive and Negative feelings. The majority of students expressed contentment with being in senior high, despite the extended duration of their studies. Furthermore, a considerable number of students stated that they felt happy about this arrangement as it allowed them to better prepare themselves. They recognized it as an opportunity to acquire the necessary knowledge, attitude, and skills, such as conducting research papers and engaging in practical experiences, which they previously associated solely with college education. Some

**Table 3.** Teachers’ views on the addition of 2 years in high school

Positive Views	Negative View
<ul style="list-style-type: none"> <li>• employability of senior high graduates</li> <li>• to do well in college</li> <li>• global competitiveness</li> <li>• opportunity to grow</li> <li>• knowledge on practical &amp; vocational courses</li> <li>• job opportunities for teachers</li> <li>• global standard alignment</li> <li>• be at par with graduates of other countries</li> <li>• an opportunity to learners especially those who cannot continue college</li> <li>• facilitates exploration of potentials in chosen specialization</li> </ul>	<ul style="list-style-type: none"> <li>• 2 years is not enough to provide good quality education</li> <li>• many students have been forced to take the tract they really like because of having no choice</li> </ul>

**Table 4.** Students’ feelings in attending the additional 2 years in high school

Positive	Negative
<ul style="list-style-type: none"> <li>• totally fine, government’s mandate, need to follow</li> <li>• feel prepared for college</li> <li>• just okay, can find work after graduation</li> <li>• happy, contented</li> </ul>	<ul style="list-style-type: none"> <li>• feel depressed due to enormous projects</li> <li>• saddened, take longer to finish studies</li> <li>• got no choice</li> <li>• find it difficult and stressful</li> <li>• frustrated, expected to finish college at a young age</li> <li>• a burden</li> </ul>

students also acknowledged that they were not yet fully prepared for the demands of college. A few students even mentioned that completing senior high school increased their chances of finding employment if they chose not to pursue a college education. One student emphasized:

“It is okay for me because senior high adds more knowledge to the students, and even if you can’t continue to study in college, you can still find a job.”

In addition, there was one student who expressed that due to the government mandate requiring them to complete senior high before proceeding to college, they believed it was necessary to comply. However, this student also mentioned their preference for the old curriculum, as they desired to complete their studies at a younger age.

On the other hand, some students found attending senior high to be challenging and exhausting due to the significant amount of projects they were required to complete. They felt saddened by the fact that it would take them longer to obtain the degree they aspired to have, as it meant spending more time studying. One student mentioned that this not only placed a burden on themselves but also on their parents, who would have to bear the financial expenses. Another student initially expressed resistance towards the new system but eventually realised its benefits.

“At first I felt confused and disappointed because of the additional 2 years in high school. But I realized that this is for our own benefit. Just don’t mind the time.”

*Students’ Perspectives on the Advantages and Disadvantages of Being a Senior High School Student*

As the question implies, determining how to categorize the students’ responses into themes was straightforward due to the inclusion of two contrasting perspectives: Advantages and Disadvantages. From a positive standpoint, numerous students expressed that senior high school prepares them for college and potential employment, even if they choose not to pursue higher education after senior high. Additionally, several respondents stated that being in senior high school

allows for more focused learning in a field of interest, which ultimately enhances their global competitiveness. Notably, one student emphasized:

“Everything happens for a reason. We are here taking 2 more years in high school for us to really be prepared for something bigger. It may not be immediately felt, but one day, it pays off.”

On the other hand, certain students have identified several drawbacks of attending senior high school. First and foremost, it places an additional financial burden on parents. Moreover, the time commitment cannot be overlooked, as students are required to complete the two-year program regardless of their personal preferences. Additionally, some students have expressed frustration with the extensive paperwork and numerous subject requirements, highlighting the stress associated with meeting these demands. As one student aptly put it:

“As much as I want to entertain the positive side of being a senior high student, I can’t help but always think about the burden of having a bulk of paper work and other requirements that we need to accomplish just so we could pass the subject. It’s stressful, and somehow it takes a fraction of your quality time with your family and friends.”

*Students’ Views on Taking Tract/Strand Out of “No Choice”*

It can be observed in Table 6 that the responses have been categorized into two themes: Positive and Negative views. The majority of the students expressed dissatisfaction and anxiety regarding the tract or strand they are currently pursuing, as their preferred choice is not available at their current school. However, there were some who felt fortunate to be studying the tract they truly desired. One student mentioned that she is following the strand chosen by her parents, stating, “They want me to become an accountant in the future, so I am compelled to take the Accountancy, Business and Management (ABM) strand instead of pursuing my dream of becoming a civil engineer through the Science, Technology,

**Table 5.** Advantages and disadvantages from the standpoint of students regarding senior high

Advantage(s)	Disadvantage(s)
<ul style="list-style-type: none"> <li>• add more knowledge</li> <li>• specialized a suitable tract before college</li> <li>• advance preparation for college</li> <li>• greater chance to get employed after graduation</li> <li>• facilitates in learning more</li> <li>• able to make you learn the background of the course you are going to take in college</li> <li>• make you globally competitive</li> </ul>	<ul style="list-style-type: none"> <li>• a financial burden for parents, additional expense</li> <li>• takes more time before getting a degree</li> <li>• lack of textbooks</li> <li>• additional stress</li> <li>• sometimes takes out your chance to have quality time with family</li> <li>• a lot of paper works</li> </ul>

**Table 6.** Views of students on students taking tract they do not prefer

Positive	Negative
<ul style="list-style-type: none"> <li>• happy as they take the strand they like</li> <li>• not forced, liked the strand taken</li> <li>• lucky, preferred tract is offered</li> </ul>	<ul style="list-style-type: none"> <li>• felt bad, anxious</li> <li>• sympathetic</li> <li>• difficult due to lack of interest</li> <li>• parents' decision</li> <li>• preferred strand is offered in private school</li> <li>• unfit to college course to be taken</li> <li>• find it difficult</li> </ul>

Engineering, and Mathematics (STEM) strand. Although I feel disinterested, I don't want to disappoint my parents." A few students expressed their regret about the lack of options, as their preferred tract/strand is only offered in a nearby private high school. Unfortunately, their parents cannot afford to send them to private schools, despite receiving an annual subsidy through the voucher system that falls short of covering the tuition fees entirely.

Positively, a student shared his determination to excel academically despite lacking enthusiasm for his chosen academic track:

"It's really stressful, the fact that I can't enjoy the track, though I am also trying to get high grades even if it doesn't fit my capabilities."

*Students' Perspectives on Their Preparedness and Their Respective Schools' Readiness for Senior High School*

As indicated in Table 7, the opinions of the student respondents regarding their preparedness, as well as that of their respective schools, for senior high school, have been categorized into two groups: Students' preparedness and Schools' preparedness. The responses within each category have been further divided into positive and negative themes. Initially, a majority of the students expressed that they did not feel adequately prepared to transition into senior high school, as their focus was primarily on college. However, over time, particularly during their final year as senior high students, they were able to adjust and adapt to the system and even developed some level of appreciation for it. It was observed that most of the students who reported not being psychologically prepared for senior high school were in Grade 11. A small number of students mentioned feeling surprised. One student articulated the following sentiment:

"I was still in junior high when I heard about the addition of two years of high school and I am one of those affected students. Even though that was already 3 years ago, I can say that I am still not that adjusted. I am still not mentally prepared for senior high as my mind was set to be in college already."

On the other hand, the majority of students have voiced concerns regarding insufficient access to education and instructional materials, as well as inadequate classroom facilities. Some students have expressed dissatisfaction with certain teachers, specifically regarding their teaching methods and ability to effectively impart knowledge to students. However, it is worth noting that there are also students who have acknowledged the presence of highly competent teachers. Additionally, some students have highlighted the shortage of teachers, which has resulted in the temporary borrowing of teachers from neighboring schools. As one student stated:

"I can say that our school is not that prepared for senior high. We lack teachers. In fact, our Calculus teacher is from the neighbouring national high school."

**Discussions**

Modifications in the roles of teachers and students in the educational system have been observed as a result of the impact of globalization (Chinnammai, 2005). Consequently, the traditional concept of a teacher has been redefined into a global teacher. Similarly, with the advent of senior high school, students have gradually developed to become globally competitive in order to be on par with graduates from other countries. The study identified that, due to globalization, the roles of teachers and the approaches students must take have changed. The study also found that alongside the positive effects of globalization on the education system, there are negative effects for both teachers and students. Balkar & Ozgan (2010) highlighted that teachers expressed a transformation in their responsibilities due to globalization, emphasizing the importance of not only transmitting knowledge but also training students in critical thinking skills and promoting social development. Guo (2014) emphasized several skills that teachers must possess in order to be globally competent. These include intercultural competence and the ability to adapt to cultural norms and social diversity, pedagogical skills in assisting students to assess and analyze multicultural traditions and multidisciplinary perspectives, knowledge that global events and problems are interdependent, an awareness of social problems, the ability to develop students into

**Table 7.** Views of students on how prepared they are and their schools for senior high

Students' Preparedness		Schools' Preparedness	
Positive	Negative	Positive	Negative
<ul style="list-style-type: none"> <li>• adjusted and adapted</li> <li>• able to appreciate in the long run</li> </ul>	<ul style="list-style-type: none"> <li>• surprising</li> <li>• psychological not prepared</li> <li>• financial incapacity</li> </ul>	<ul style="list-style-type: none"> <li>• go on as mandated</li> <li>• capable teachers hired</li> </ul>	<ul style="list-style-type: none"> <li>• lack of teachers</li> <li>• lack of educational or instructional materials</li> <li>• lack of classrooms</li> <li>• lack of needed technology</li> <li>• incompetence of some teachers</li> </ul>

responsible global citizens, the capacity to empathize with others and understand the shared dependence and interdependence of people, an understanding of the nature of global economic integration, the ability to protect and respect cultural diversity, and a commitment to fight for social justice.

Furthermore, while the addition of two more years of secondary schooling to pre-university education may have practical benefits, such as preparing students for tertiary learning, it also means that students will be ready to join the workforce. Senior high school graduates will be equipped with skills that will make them proficient in certain fields, despite graduating at a slightly older age than previous graduates. They will also be highly competent in the global job market, which reflects the current global trend. However, it is important to consider that this act of neoliberal restructuring of the Philippines' education system will lead to a significant prioritization of secondary education. This could result in the adjunctivization or contractualization of teaching and non-teaching college/university personnel.

It can be argued that the "mutually beneficial partnership" entered into by the contemporary Philippine government, which favors the interests of a few elites and corporations that dominate the country's financial and economic resources, forms the solid foundation of neoliberal globalization. This is achieved by restructuring the educational system through the addition of two more years in high school. The rushed implementation of K-12, particularly senior high school, resulted in the admission by the administration of former President Aquino III that only 60-70 percent of potential senior high school students could be accommodated by public high schools. The remaining 30-40 percent of students would be compelled to enroll in private schools (Department of Education, 2015b). This is accomplished through an American-style voucher system that subsidizes private senior high education, rather than expanding public education to ensure accessibility for all. From the outset, this voucher system is a clear violation of the right to free education enshrined in the 1987 Philippine Constitution. The annual subsidy of 8,750 – 22,500 pesos provided to those who enroll in private senior high schools is insufficient to cover the tuition rates of private schools, which range from 24,850 pesos (the advertised rate of APEC Schools, a consortium of the capitalist Ayala and multinational educational corporation giant Pearson) to 32,500 pesos (the rate at the for-profit school chain STI) and 70,000 pesos (the rate at the Philippine subsidiary of Singapore-listed Informatics Group). As a result, parents and/or students are required to pay additional costs. It could be argued that this voucher system designed for senior high school is an indirect way of expanding a previous program called Government Assistance to Students and Teachers in Private Education (GASTPE). Instead of building new public schools or expanding existing ones, improving facilities, and providing competent personnel, as well as relevant and up-to-date instructional/educational materials, the government is allocating substantial public funding to private schools.

Guyen (1999) revealed that students should be adequately prepared for the challenges brought about by the era of globalism. Consequently, it is imperative for teachers to enhance their own skills, ensuring that they possess the ability to work effectively in teams and to prepare students to adapt

to the constant changes and advancements, particularly with regards to technology. It should be instilled in every teacher that learning has a specific time and place, and they should capitalize on this opportunity to train students with enthusiasm and openness. As highlighted by Aslan (2004), it is essential for teachers to possess the intellectual capacity to comprehend the structure and dynamic patterns of the global information society and the educational system in this era of globalization, enabling them to educate students to become dynamic and productive individuals.

In order for teachers to be globally competent, Salandanan (2006) have identified five fundamental roles that teachers should embrace. The first role is that of an "effective teacher," recognizing that teaching is an ongoing process of continuous learning. The second role is that of a "facilitator teacher," someone who promotes learning by offering various educational opportunities and accommodating different learning preferences. The third role is that of a "researcher teacher," who actively engages in formal or informal research to provide suggestions for further development. The fourth role is that of an "ethical teacher," embodying a set of moral values to positively influence students. Lastly, the fifth role is that of a "psychological teacher," encompassing the roles of an evaluator, spiritual supporter, social model, friend, and group leader (Enanoza & Abao, 2014: 357-358).

The findings of this study indicate that globalization has transformed the roles of teachers and the learning dynamics for students. There has been a shift from a teacher-centered approach to a postmodern, student-centered approach. The introduction of a neoliberal perspective to education has placed students at the center, diminished social control mechanisms, and emphasized individual differences. Cantekin (2015: 50-51) highlights that in the teacher-centered approach, teachers are expected to serve as role models and promote local values. However, this approach is often criticized as being against student interests and is deemed incompatible with neoliberalism and contemporary educational philosophies, thus considered outdated.

This study highlights the impact of globalization on the professional values and reputation of teachers. It suggests that globalization has led to a shift towards prioritizing material gains over nurturing and promoting culture. Moreover, neoliberal globalization has encouraged individuals to prioritize personal interests over social interests, resulting in a change in the objectives of educational institutions. Previous studies have also indicated that globalization has influenced academic institutions to train individuals to become "producers and consumers in the market," and the relevance or usefulness of schools is often judged based on their alignment with this objective (Uslu, 2015: 5-6).

## Conclusions

Based on teachers' perspectives on global education, it can be stated that in order for an individual to become a global citizen, they must possess the qualifications and competencies that are required by globalization. They need to be adaptable to global changes and developments and continuously develop themselves accordingly. In a more detailed definition, global education encompasses ideas that are taught to enhance one's understanding of the world. It is essential

to integrate multiple dimensions, perspectives, and notions of citizenship into everyday lessons within the curriculum. Through global education, students can gain knowledge about international communities, global events, and social justice issues within a typical classroom setting. The study revealed changes in the roles of teachers due to globalization. As a result, it is important to emphasize a student-centered educational approach, wherein teachers recognize their new roles as guide-counselors. They should foster students' development in various aspects, contribute to innovation, collaborate, be open to criticism, share and transform knowledge, and establish intercultural dialogues, especially with students. Despite the challenges and time constraints brought about by the current education system, students continue to perceive the positive aspects of globalization. They demonstrate openness to new ideas and systems. As a conclusion from the study, it can be argued that teachers themselves should be receptive to incorporating global awareness while adopting critical approaches.

In addition, it can be argued that the incorporation of senior high school into the Philippine education system can be attributed to globalization. The way in which senior high is being implemented - following global standards and incorporating technology to align with global culture - clearly demonstrates the significant influence of globalization. Evaluating the perspectives of both teachers and students on these changes within the context of globalization reveals that some changes have been positive, with an emphasis on technology, application-based learning, and student-centered education. It is also evident that the introduction of senior high school was carried out hastily, without sufficient preparation and adaptation to local conditions.

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### Conflict of Interest

There are no conflicts of interest to disclose.

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## Неоліберальна глобалізація та старша середня школа: висновки державних шкіл у Східному Негрос, Філіппіні

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Авторський вклад: А – дизайн дослідження; В – збір даних; С – статаналіз; D – підготовка рукопису; E – збір коштів

Реферат. Стаття: 13 с., 7 табл., 1 рис., 74 джерела.

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**Цілі.** У цьому дослідженні досліджується, як неоліберальна глобалізація сформувала впровадження програми старшої середньої школи (ССШ) у провінції Східний Негрос, Філіппіні, зосереджуючись на її впливі на учнів, викладачів і систему освіти в цілому.

**Матеріали та методи.** Дослідження збило ідеї за допомогою інтерв'ю та аналізу документів із використанням якісного підходу. Серед учасників були 30 вчителів та/або адміністраторів державних шкіл і 30 учнів старших класів. Вони поділилися своїм досвідом і перспективами, розуміючи, як глобальна економічна політика впливає на місцеву освітню практику.

**Результати.** Висновки показують, що хоча програма ССШ спрямована на підготовку студентів до конкурентоспроможної глобальної економіки, її впровадження відображає неоліберальні ідеали, такі як приватизація та ринкові навички. Ці зміни створили проблеми із забезпеченням справедливого доступу та якісної освіти, особливо для маргіналізованих громад.

**Висновки.** Це дослідження підкреслює необхідність освітніх реформ, які б відповідали світовим стандартам, залишаючись інклюзивними та реагуючи на потреби місцевих громад. Усуваючи ці прогалини, система освіти може краще обслуговувати зацікавлених сторін і створювати рівні можливості для всіх.

**Ключові слова:** неоліберальна глобалізація, старша середня школа, справедлива освіта, локальний контекст, інклюзивні реформи.

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