

Education As Business: Its Realistic, Pragmatic And Progressivist Angles

Sabrina A. Ramos

University of Baguio, School of Teacher Education and Liberal Arts,
#70, Km. 3, Marcos Highway, Baguio City, Philippines, 2600
mybrikriilor@gmail.com

Abstract: This paper tried to examine as to whether or not commercialization of education is more of an upside or of a downside to the involved stakeholders (owner, parents, students, teachers). The proponent fairly looked into the data to come up with a balanced synthesis about the issue. Data were gathered using purposeful sampling for study as design strategy, emphatic neutrality and mindfulness as data collection strategy, and inductive analysis and creative synthesis as analysis strategy. This study assumed that commercialization of education is beneficial to all stakeholders based on the platform of realism, pragmatism and progressivism. The result showed that the stakeholders see commercialized education as both advantageous and disadvantageous taking into consideration the three platforms.

Keywords: education, commercialization, pragmatism, realism, progressivism, stakeholders

1. Introduction

People are living in the world where almost everything has a price tag. Sadly, this price tag phenomenon reaches the realm of education. Nowadays, commercialization¹ of education is inevitable as private institutions mushroom. It would be hypocritical for a private school owner to claim that he puts up his school only for utilitarian purposes. Acquisition of knowledge through the teaching-learning process has become a profit-making commodity.

1.1. Literature Review

Competition among colleges and the growing influence of market values are compelling universities to become entrepreneurial in order to survive and prosper in a continually changing environment (Callan and Finney, 1997; Duderstadt, 2000; Slaughter and Leslie, 1997). Competition among colleges and the growing influence of market values are compelling universities to become entrepreneurial in order to survive and prosper in a continually changing environment (Callan and Finney, 1997; Duderstadt, 2000; Slaughter and Leslie, 1997). Commercialization of education is becoming the trend of the present time. Many educational institutions have felt the need to meet the economic demands of time which is partly brought about by the advent of technology. According to Callan and Finley (1997), Duderstadt (2000), Slaughter and Leslie (1997) as mentioned in Gregorutti (2007) universities are forced to turn into commercialized entities to continue and succeed in an incessantly transforming world where colleges struggle against each other and “market values” are influential. In America, for instance, the assurance of the improvement of the goals of education through marketing methods gives way to the marketers becoming a coworker in the educational arena (Wartella, 1995). Chorney (2010) stressed the fact that World Bank is putting the burden on the country’s leaders to transfer its financial responsibility on education to the citizens. This clearly shows that even free education will no longer exist in the near future. According to Tomaševski (2006), basically, there is no schooling for gratis in Central Asia because of the minimal payment students are still required to pay, and these minimal amounts would already be considered big for the underprivileged. In relation to this, McCarthy’s (1995) question as to whether or not the government schools’ purpose is to support matters of

common good or of the money-oriented viewpoint is very timely. According to Knight (2003), education as business is leading and countries use “internationalization”² of higher learning as a commercial scheme. China’s education, for example, has shifted from its traditional utilitarian perspective to a commercialized one as a consequence of the reformation in education for the last twenty years (Tao, Berci & He, nd). Even in the Philippines, commercialization of education is prevalent not only in private schools but even in state universities. The University of the Philippines, for instance, which used to be a school for the poor has turned into a school for the rich and privileged because of its high tuition and other school fees. Kabataan Rep. Terry Ridon said, as reported by Umil (2015), that among all the public state universities, UP is the most expensive. According to the Health Sciences Center of the University of the Philippines (UP) Manila (2014), UP charges ₱1,500 per unit under Bracket A², ₱1,000 per unit under Bracket B³, ₱600 per unit under Bracket C³, and ₱300 per unit under Bracket D⁴. These examples clearly suggest that there is no turning back to the time where education was given for free. Thus, the question is whether or not commercialization of education should be seen as a calamity or a blessing. Borgohain (2016) emphasized the beneficial and adverse influences of commercialization to education. One of the adverse effects of the commercialization of education is stated by Phukan (2015) who said that commercialization of the teaching-learning process is one of the socioeconomic situations that caused many Indian students to stop schooling. Thus, commercialization of education surely affects many families who are financially incapable, and in the long run may impact an increase in the percentage of illiteracy in any country. However, commercialization of education has also its beneficial effect. One of which is the to provide more financial movement which may guarantee improvement in all areas of education providing the students better and globally competitive learning opportunities. As a matter of fact, The Shining Gem (2018) said that through the commercialization of education. The chance for students to stretch their ability is ensured.

1.2. Theoretical Frameworks of the Study

1.2.1. The philosophy of realism

Cohen (1999) cited that reality is factual- something noticeable. For Aristotle, everything is real. There is nothing in the mind that that does pass through the senses; thus, experience is the 'best teacher.' This principle, in particular, is manifested in what is happening in the realm of education at present when people are faced with the evident presence of technology. According to Alfred North Whitehead in Desmet's (2018) work, "Any serious fundamental change in the intellectual outlook of human society must necessarily be followed by an educational revolution. One of these major changes in the intellectual outlook is that the perception about education before is no longer fitted for the reality of education at present. The advent of technology brought about changes not only in the business world but also in the field of education. The demands of time direct everyone to follow the trends. Reality dictates that the requirements education had to meet in the past are no longer similar to the requirements it has to satisfy at present. Consequently, educational institutions have to follow the trends in order to meet the global standard. These changes in the educational arena entail meeting more challenges in terms of policy, structure, infrastructure, and equipment in the academic institutions, and this means more expenditures. Goal 4 in Sustainable development underlines the need to have an "inclusive and equitable quality education and promote lifelong learning for all", and one of its aims to achieve is to "build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all" (UN-SDG, n.d.). To achieve this target, every educational institution needs sufficient financial resources. Teacher training alone requires huge funding. Add to this, the expenditures on upgrading of infrastructure, equipment and facility, and we can see that every educational institution needs all the financial resources they can have to be apt with the demands of the present time.

1.2.2. The philosophy of pragmatism

Rosenthal and Thayer (2018) said that being pragmatic means looking at the importance of something based on its functionality in a given situation. This pragmatic principle can be considered as the platform for commercializing education. At present, the demand to upgrade the educational system from its facilities to the quality of its teachers to meet the demand of globalization require huge financial support. Thus, it is but pragmatic for educational institutions to become commercialized.

1.2.3. The philosophy of progressivism

The philosophy of progressivism started as a reaction to the quick technological and industrial improvements in America.... Progressive advocates had the belief that the transformations would bring forth innovation fitted for the demand of time (Schambra and West, 2007). Similar to this situation is what is happening to the educational system at present. Because of the advancement in technology and industry, the educational arena has to cope with these developments, and to be able to be in the same stride as the era's advancement educational institutions need to fill their financial treasury.

1.3. Significance of the Study

This paper is important for all the stakeholders (owners, parents, students, and teachers) to understand the essence of the commercialization of education and for the policy makers to make necessary policies to make its implementation beneficial for everyone. This also helps the researcher understand the different concerns the various stakeholders have about the commercialization of education.

1.4. Objectives of the Study

This study aimed to reveal the realistic, pragmatic and progressivist sides of the commercialization of education. Specifically, this study targeted:

1. To expose the reasons of the school owners for the commercialization of education;
2. To reveal the different reactions of the school owners, teachers, parents and students to the commercialization of education; and
3. To disclose the benefits gained or problems encountered by the school owners, teachers, parents, and students in the commercialization of education.

1.5. Methodology

This section presents the methods used to gather and analyze the gathered data.

1.6. Study Design

Since the results of this study are primarily anchored on the responses of the targeted stakeholders, this study used a qualitative design. Specifically, it considered the phenomenological aspects of the data which are presented in narrative form.

1.7. Population of the study

This study used heterogeneous purposeful sampling as design strategy where respondents from three different groups were asked about their reactions to commercialization, the benefits they gained and the problems they encountered in the commercialization of education. The researcher interviewed three (3) school owners, five (5) parents, nine (9) students, and four (4) teachers. In addition, this study used the emphatic neutrality and mindfulness as data collection field strategy where the respondents were given the interviewer's full attention as they gave their responses to the questions.

1.8. Data Gathering Tools

To gather the data for this study, the researcher made use of online interview.

1.9. Data Gathering Procedures

The proponent personally asked the participants if they would be willing to answer a few questions regarding the commercialization of education. Of the five (5) school owners asked, only three (3) were willing to cooperate. Of the ten (10) teachers asked, only four (4) willingly responded. Of the ten (10) parents asked, only five (5) gave their answers, and of the fifteen (15) students asked, only nine (9) cooperated. Permission for the interview was secured through online communication. Also, the interview was carried out through online communication to save time, money and effort for both the interviewees and the interviewer.

1.10. Treatment of Data

The proponent used inductive analysis and creative synthesis as analysis strategy in which important themes were explored and confirmed through analyzing the responses of the stakeholders.

1.11. Ethical Considerations

The respondents were assured that the answers they would give would only be used for the purpose of this research and that their identity would be held confidential. Participants were also informed that they were randomly selected. Also, they were assured that their answers as they appear in the paper would be shown to them for confirmation. They were also informed that they may choose not to answer any question they would feel uncomfortable with. Moreover, for the purpose of confidentiality, letter initials are used to represent each of the students who participated.

2. Results and discussion

The purpose of this study is to reveal the realistic, pragmatic and progressivist sides of the commercialization of education. This part presents the results of this general inquiry specifically on the reasons of the school owners for the commercialization of education, the different reactions of the school owners, teachers, parents and students to the commercialization of education, and the benefits gained or problems encountered by the school owners, teachers, parents, and students in the commercialization of education. To save time, effort and money, the interview was conducted online. Responses from three school owners, five parents, nine students and four teachers provided abundant representation of their feelings and thoughts on the commercialization of education. Carefully understanding each of the responses gave the researcher the opportunity to recognize words and thought patterns that set the platform for theme development (Smith, Larkin, & Flowers, 2009). The researcher related the themes to the realistic, pragmatic and progressivist angles of the commercialization of education.

Characteristics of the Research Design

Since purposive sampling was used in this study, the participants were chosen according to their exposure to the commercialization of education. They were contacted via online communication since they are from different locations far from the area of the researcher. All of the twenty-one participants agreed to do the interview via the messenger. The owners of the school were asked about their reasons for commercializing education and their reactions to the commercialization of education. The parents, teachers, and students were inquired about their reactions to the commercialization of education, the benefit they gained and problems they encountered in the commercialization of education. Their responses are clustered according to the themes presented in the tables that follow.

Table 1: Themes on the School Owners' Response for the Commercialization of Education

THEMES	RESPONSES
To survive financially	"Because the School had to survive or had to in order to continue its existence"- (MA)
To generate fund for a cause	"Commercialization means operating mainly for financial gain, this is not true for our school though. If a private school operates this way, then, I believe that its main reason is to generate funds for cause, whether personal or organizational. As for Bright Hope, we operate mainly to minister and to provide employment." (DD)
To gain profit	"The reason for the commercialization of education is that nowadays school is seen as a good business. It is profitable. Not denying the fact that it is even tax free, which is why no wonder that private schools are growing like mushrooms anywhere." (MS)

Each of the school owners has different reason as to the commercialization of education. The theme **to survive financially** is the owner's pragmatic application as she faces the reality that the trend of this time in the educational arena is to survive financially so as to cope with the demand of time as dictated by the new goals of education for the 21st learners which is "the mastery of information, embedded knowledge and understanding and the advanced use of technology in society." (Stone, 2014). The theme **to generate fund for a cause** illustrates the owner's pragmatic approach to the fulfilment of the educational institution's goal not only to provide education but also to promote the institution's sustainability since his school is still very young. The third theme which is **to gain profit** shows a very realistically practical attitude as her reason for the commercialization of education at present. To her, education is not merely a phenomenon of the teaching-learning process but also a means of business.

Table 2: Positive Themes on the Reactions to the Commercialization of Education

THEMES	RESPONSES
Agree as long as school philosophy is not sacrificed	"We can invoke commerce in our schools but not superseding our mission and vision of our private schools."- (MA)
	"I think there is nothing wrong about the commercialization of education as long as it doesn't sacrifice the goal of education which is to provide the best and quality learning for the students." (MB)
Agree as long as quality education is assured	"It must be noted that putting profit over the quality of education affects the school's effectiveness as an avenue for learning. Let us not, however, remove the factor for sustainability." DD
	"Commercialization is good. Schools may use it to gather funds. Education is being advertised; hence, letting more people know about education. (MC)
	"But on the other side, effects such as education system is now turning into business is also alarming. If this will not be regulated, education system will not become as effective as it were before." (MS)
	"Many would react that education would be turned into a good or it would be milked for money. But imagine when it is commercialized, we would have more funding for better facilities; better pay for teachers and better infrastructure." (LNE)
	"Whether it will be commercialized or not the quality of the education should not be degraded." (GS)
Agree because it is a part of change	"In my opinion, I am not against the private ownership of universities or school as long as they are at par with the educational standards worldwide. Using education to earn profit is not a problem as long as the quality of

	education that the students receive are equal or better to what they are paying for. "(AQ)
Agree as long as profit is used for the community	"Private owned schools have an advantage because owners take control of the quality of education it offers to the learners. The more competition the more competitive they school's standard should be. On this area, parents like me are more or less given the "assurance" that our children's education is at par with global standards. Downside, of course, is the anticipated cost. Nonetheless, it is the parent and child's option to choose among the wide variety of institutions." –(IC)
	"Commercialization is a part of change and change is inevitable. As owner of a school, it's truly hard to compete with big schools because they have the ability to advertise in radio and even in television." – MS "Commercialization is inevitable." (VH)
	"For me it is not bad to commercialize education because it is a way for an institution to help in the community, for example is through their donations to some projects of the community using their profit from commercializing." (RC)

Table 2 shows the reactions of the respondents to the commercialization of education according to each theme. The first theme which is **agree as long as school philosophy is not sacrificed** reveals that respondents are practical in the way they look at the commercialization of education. However, their practicality is directed towards the philosophy governing education which means that the moment the philosophy is sacrificed, commercialization should be stopped. The second theme which is **agree as long as quality education is assured** shows that the respondents find the commercialization of education as a pragmatic, realistic and progressivist solution to meet the requirements in providing quality education. To them, finances are important in order for an educational institution to provide quality education to the students. Theme number 3 which is **agree because it is a part of change** discloses that the respondents view the commercialization of education in a realistic and progressivist angles. They have embraced the fact that change is real and progress comes with change and as change comes, it affects everything including education. Even China has modified its educational system to adapt to change (Tao, Berci & He, nd). The fourth theme, **agree as long as profit is used for the community**, also reveals the respondents' practical view points of the commercialization of education. However, the practical side is geared not toward education but toward the community that the school will be able to reach out through its financial gain.

Table 3: Negative Themes on the Reactions to the Commercialization of Education

THEMES	RESPONSES
Disagree in favor of the financially underprivileged	"I guess, for most of us who can't afford schooling, sponsorship/partnership from private companies would really be a great help though it also comes with disadvantages." (IP)
	"Education becomes expensive, it is no longer selective as it will cater to those who can afford to pay, curriculum may be manipulated to attract more "clients", quality may be sacrificed for quantity, increase of fees." – (JR)
	"Parents opt to enroll their children in schools with low tuition fees but poor quality of instruction which results to poor quality of graduates." (GC)
Disagree in favor of prioritizing education over profit	"For me, schools should always be focused in facilitating knowledge to the students rather than treating them as commodities in order for the institution to gain more profit. As a parent, the

	quantity of students enrolled in each class is a burden to every teacher. Quality of education is being jeopardize because teachers can't cope up with it. Besides, parents can't cope up anymore with the increased tuition fee of private schools so they tend to put their children to public schools which results to overcrowded students in government educational institutions." (EP)
	"Education should give priorities to educate our children and not to gain profit." (VB)
	I think that due to commercialization of education there might be a tendency for those managing the educational institutions to primarily focus on gaining money and not anymore on the quality of education or even the welfare of the students. (KDA)
	"As a student who has experienced public education in the U.K., I can compare how rampant the commercialization of education is in developing countries like the Philippines. In many developed countries, education is free and not even imposed upon its children. Whereas in countries like the Philippines, education is treated as a means to an end. We treat education as our only pathway to success that without it, we are nothing. This need for education is what has caused its commercialization as capitalists invest in putting up schools not to educate, but to earn profit as their main objective." (YM)
	"I do not agree with the commercialization of education because in the first place, I believe that education should be offered for free. Monetizing schools gives an unhealthy mental environment to us students for we tend to set high standards on school's facilities and services, and when these are not met, we feel like we are not getting our money's worth." (AJT)
	"disheartening and discouraging esp. if schools could sacrifice quality" (VD)

The two negative themes presented in Table 3, **disagree in favor of the financially underprivileged** and **disagree in favor of prioritizing education over profit**, may not be practical and realistic in favor of the educational institutions but the responses are very much realistic and pragmatic in favor for the parents and the students who cannot afford to buy education. The practicality and reality of the responses towards the financially underprivileged very much match the claim of Phukan (2015) who said that commercialization of the teaching-learning process is one of the socioeconomic situations that caused many Indian students to stop schooling. Basically, when education is commercialized, many will not be able to go to school, and this may lead to the increase of illiteracy rate in a certain country. Besides, it may also be true that when education is commercialized, school owners might be tempted to focus on profit and in the process disregard the importance of quality education.

Table 4: Themes on the Benefits Gained in the Commercialization of Education

THEMES	RESPONSES
job opportunities	"I guess, since its advertising, students who are sponsored will surely have jobs though they won't be able to have a wider range of options." (IP)
Quality education	"I am generally neutral about commercialization. There is a part of me that feels like it is needed to up the standards to challenge public schools. However, I also firmly believe that with or without competition, learners deserve the best education that should be offered by the public-

	school system.” – (IC)
	For me being in a private institution that pays for me to gain knowledge I think it benefited me to have more knowledge and learnings from the basics that I have. (GS)
	“attainment of highest standards to be globally competitive among nations” (LN)
	“One benefit I gained is that the tuition my parents pay for is worth the high quality of education I receive through lectures, hands-on, trainings, competitions, etc.” (AQ)
Improvement	“About the benefits, since schools are being commercialized, facilities are now improved, modern technologies are being introduced to students which the school provides so they can be conducive to learning.” (EP)
	“Higher tuition fee Better facilities and materials.” (VB)
	“Brings competition and betterment or improving schools to do better to attain quality products.” (LN)
	“As a student, there are a lot of benefits I experienced because of commercialization of education. Because of this, the institutions have enough fund for better facilities that can help in more effective learning and makes the school conducive to learning.” (RC)
	“We could receive a higher pay if...; more institutions available” (JC)
	“Since I belong to a private institution. More on benefits na lang.. less competitive environment could lead to a better performance in the teaching learning process. Since teachers would not think much of promotions.” (VD)
	“increased salary (VH)
	“A benefit that comes with the commercialization of education is that competition leads to better services. What I mean by this is that, with more and more schools and universities aiming to be the best, they strive hard to provide better services and facilities to keep up or stay ahead of competition.” (YM)
	“Some benefits are fame, people know your school and you feel proud about it.” (MC)

As shown in Table 4, the respondents found the commercialization of education to be beneficial in terms of **job opportunities, quality of education, and improvement**. These themes are aligned with the philosophies on realism, pragmatism and progressivism. Borgohain (2016) emphasized that one of the benefits of the commercialization of education is quality education in all aspects like enhanced school setting, high-quality and efficient school resources, effective and proficient faculty, and others. He also added that with the commercialization of education, the students have greater chances to get a job after graduation. The respondents found it logical to commercialize education as long as school set-up is enhanced, faculty are developed, and the quality of education is improved.

Table 5: Themes on the Problems Encountered in the Commercialization of Education

THEMES	RESPONSES
Quantity over quality	Problems...expensive fees, quantity over quality, learners with extreme qualities, regular increase in fees. (JR)
	“leads to poor quality of education.” (GC)

	“Fewer students could afford high fees; low population of enrollees.” (JC)
	“brain-drain” (VH)
Money-making over philosophy	“I think that due to commercialization of education there might be a tendency for those managing the educational institutions to primarily focus on gaining money and not anymore on the quality of education or even the welfare of the students.” (KDA)
Being shortchanged	“One problem I observed is that some fees are not regulated properly example of this is the miscellaneous fees. I think that private owners of universities have more control to add more to the fixed rate we are paying.” (MS)
	“One of the problems of commercialization of education can be having low literacy rate in such a way that money will become an asset in passing a subject.” (MB)
	“But sometimes it's like everything revolves around the commercialization that neglect in the areas of academic for example are being neglected.” (MC)
	“Kahit sana po beneficial siya kung napapatunayan ng gobyerno na naipropovide po nilasa masa. Tsaka po tataaslalo ang tuition at mas maramingkabataan ang di makakamit ang pag-aaral dahil dito. Malibansagastos para sa commercialization eh may extracurricular din po kasi pinapagawa ang mga schools at universities.” (LMR) (Even if it is beneficial, the government should be able to prove that it can provide for the common people. Then tuition fee will increase and many children will not be able to enroll because of this. Aside from the cost for commercialization, there are a lot of extra-curricular activities schools and universities are asking their students to do.)
	“As to the disadvantages, it is of course heavy for the ones who pay our school fees and other fees.” (RC)
	“prestige problems: access to education, education for the rich” (VH)
	“I personally experienced feeling disappointed when I realized that I was paying a lot for my miscellaneous fee. And, the bad part is that I don't even see this amount reflecting on even the simplest thing that the school has to offer. Our elevator doesn't always work, there are no soaps provided in the restrooms, and no electric fans, no lockers, etc.” (AJT)
	“One problem I have with commercialized education is that the students don't feel the funding coming from all the advertisements, sponsorships and high tuition fees. When some departments get electric fans and proper plumbing systems while others don't have that luxury.” (LNE)

Alongside with the benefits that the respondents considered, they also saw several problems that would arise as education is commercialized. The problems are clustered according to the following themes: **quantity over quality, money-making over philosophy, and being shortchanged**. Because education will be commercialized, schools with lower expenses will be flooded with students. In this case, quality of education might be jeopardized because students' performance can no longer be closely monitored. Another concern of the participants is that as education become a business, school owners might focus more on gaining profits instead of fostering the original philosophy of the school. Also, they expressed that they felt shortchanged because they did not get their money's worth.

3. Conclusion and recommendations

The researcher learned that school owners succumbed to the commercialization of education to survive and to have financial resources to meet the needs of the school and to help the community. Some of the respondents agreed to the commercialization of education as long as quality of education is assured, school philosophy is intact, community is benefited and because it is the demand of time. On the other hand, some of them disagreed to the commercialization of education because as education is commercialized, many will not be able to afford it and the school might only focus on gaining profits. Also, they named some benefits like quality of education, improvement of the school, and job opportunities. On the contrary, they also enumerated problems like sacrificing quality over quantity, profit over philosophy and shortchanging the students and parents. These results show that although the respondents are ready for the big change in terms of the business aspect in the educational arena, they are also skeptical about its success because of the problems they perceived. Thus, school owners should assure their clients that their philosophy in putting up the school will not be jeopardized in the process of its commercialization. Also, the government should closely monitor commercialized institutions so as to avoid profiteering. In addition, clients should be aware as to where the money they pay for their education should go and if outstanding services are really provided by the institutions.

4. References

- [1]. G.Gregorutti, "The Future of Higher Education: Rhetoric, Reality, and the Risks of the Market," researchgate.net, para. 6, July, 2007. [Online]. Available: https://www.researchgate.net/publication/319033170_The_Future_of_Higher_Education_Rhetoric_Reality_and_the_Risks_of_the_Market. [Accessed: June 30, 2019].
- [2]. E. Wartella, "The Commercialization of Youth: Channel One in Context," Phi Delta Kappan, 77(5), pp. 448-451, 1995.
- [3]. T. Chorney, The Commercialization of Higher Education as a Threat to the Values of Ethical Citizenship, Mellen Press, Saint Mary's University.
- [4]. K. Tomaševski, "The State of the Right to Education Worldwide, Free or Fee:2006 Global Report," http://www.katarinatomasevski.com/images/Global_Report.pdf, 2006.
- [5]. M. M. McCarthy, "Private Investment in Public Education: Boon or Boondoggle," Journal of School Leadership, 5(1), pp. 4-21, 1995.
- [6]. J. Knight, "GATS, Trade and Higher Education: Perspective 2003-Where are we?," in The Observatory on Borderless Higher Education, U.K., London.
- [7]. L. Tao, M. Berci, W. He, "The commercialization of education," The New York Times, <https://archive.nytimes.com/www.nytimes.com/ref/college/coll-china-education-005.html>, N.D.
- [8]. A. M. Umil, "Homeless in UP | Commercialization Brings Housing Woes to State University, Bulatlat," <http://bulatlat.com/main/2015/08/09/homeless-in-up-privatization-brings-housing-woes-to-state-university/>, 2015.
- [9]. University of the Philippines, "Current tuition fees/info on STS," UP, <https://www.upm.edu.ph/node/55>, 2014-1016.
- [10]. S. Borgohain, "Commercialization of education system: A critical analysis," International Research Journal of Interdisciplinary & Multidisciplinary Studies (IRJIMS), <http://oaji.net/articles/2016/1707-1457180816.pdf>, 2016.
- [11]. P.K. Phukan, "Over-Commercialization of Education in India," <https://www.linkedin.com/pulse/over-commercialization-education-india-c-eng-fipe-mie-miie>, 2015.
- [12]. The Shining Gem, "Is Commercialization of Education a Bad Idea," <https://theshininggem.wordpress.com/2018/02/19/is-commercialization-of-education-a-bad-idea/>, 2018.
- [13]. L.M. Cohen, "Section III – Philosophical perspectives in education Part 2.," OSU – School of Education, <http://oregonstate.edu/instruct/ed416/PP2.html>, 1999.
- [14]. R. Desmet, "Alfred North Whitehead," Stanford Encyclopedia of Philosophy, <https://plato.stanford.edu/entries/whitehead/>, 1996.
- [15]. United Nations, "Progress of goal 4 in 2018," Sustainable Development Goals Knowledge Platform, <https://sustainabledevelopment.un.org/sdg4>, 2018.
- [16]. H.S. Thayer, S.B. Rosenthal, "Pragmatism," Encyclopaedia Britannica, <https://www.britannica.com/topic/pragmatism-philosophy>, 2019.
- [17]. S. Stone, "The goal of education in the 21st century," Teacherswithapps, <https://www.teacherswithapps.com/the-goal-of-education-in-the-21st-century/>, 2014.
- [18]. W. A. Schambra, T. West, "The Progressive Movement and the Transformation of American Politics," The Heritage Foundation, <https://www.heritage.org/political-process/report/the-progressive-movement-and-the-transformation-american-politics>, 2007.

Author Profile



Sabrina Albarina Ramos received the B.S. degree in Education major in English, minor in Math from the Divine Word College of Vigan in 1993 and M.S. degree in Education major in Educational Management and Supervision from the University of Northern Philippines in 1996. She taught in high school for three years. She is currently a faculty of the School of Teacher Education and Liberal Arts of the University of Baguio. She is also currently studying Doctor of Philosophy in Developmental Education in the same University.