

Significant Influence and Legacy of the Development of Educational System in the Philippines

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Abstract — Education in the Philippines has undergone various phases of development from the past and up to the present. This paper describes the evolution of the Philippines' educational system as influenced by the different periods of colonization. This study was conducted to identify factors that contribute to the educational system and presents features and historical aspects of the stages of evolution. The descriptive research method and the documentary analysis were carried out to obtain the conceptual basis for records of this study. The paper recognized the advantages and disadvantages in the system accumulated from every colonization period and the current setting. There were inequalities in wealth, income and power, prestige, and opportunities in society during the Spanish period. No state intends to establish schools that subvert its purpose, values, and ideas in the American era. Japanese enabled awareness of materialism to raise the morality of the Filipinos. The study reveals that the government only spends 12% of the national budget allocated on education, far from the suggested 20% cut-offs of the World Bank. The people concerned must examine the Philippines' education systems' practices and customs to point out errors in its implementation. Therefore, there is a need to change and reform the system to uplift an efficient standard of education in the country, if necessary. This paper may provide insights to educators, school administrators, and the Department of Education in assessing factors concerning developmental issues in education.

Keywords — *Education, Spanish, American, Japanese, System*

I. Introduction

"Without education, a nation cannot be built," says the author (Taylor-Kamara, 2010). Education, according to dictionary.com, is the act or process of transmitting or acquiring general knowledge, developing thinking and judgment powers, and generally intellectually preparing oneself or others for mature life. The process by which a heterogeneous society unites in "constructing or defining a national identity via the authority of the state" is known as nation-building (Engin, 2013). Education is the gasoline that allows a nation-building machine to fulfill its goals. It is through it that societal enlightenment is achieved. Education is also responsible for developing competent human resources capable of carrying out day-to-day duties by societal standards. It also cuts down the barriers created by differences in a diverse society and encourages citizens to work together to make progress. The Philippine Educational System is a clear example

of a boat sailing in a body of changes and challenges. Hence, it has followed the same pattern of education as that of the rest of the world, passed through various stages of development, and undergone dramatic changes depicted in the various epochs of educational evolution. Moreover, its long years of exposure and contact with the Spaniards, Americans, and Japanese have created a spectrum of educational variations and lines of emphasis (De Guzman, 2003).

The education of pre-Hispanic Filipinos was fit for the needs of their times. There was no formal schooling, and parents trained their children informally. In addition, mothers educated their female children in housekeeping, weaving, basket-making, and other agriculture-related activities. On the other hand, fathers trained their male children in hunting, carpentry, agriculture, shipbuilding, and mining. Skills taught would vary on their industries and locations, i.e., whether highland, lowlands, or along seashores (Tracing the Pre-Hispanic Roots of the Philippine Educational System, 2012). The economic situation during the pre-colonial times was a great contributor and a major factor in the system of education in the Philippines. Primitive Communal to Asiatic feudalism were the types of society present before Spanish colonization. With their practical and subsistent mode of production, they had to provide education that was plain and simple. The medium of instruction used was Alibata, the native alphabet (Musa & Ziatdinov, 2012). The alibata was composed of 17 symbols representing the letters of the alphabet, and among these seventeen symbols were three vowels and fourteen consonants (History of the Philippine Educational System, n.d.).

The country's colonial history has highly influenced the education system of the Philippines. That history has included Spanish, American, and Japanese rule and occupation periods. However, the most important and lasting contributions came during America's occupation, which began in 1898 (Fleming, 2020). From the beginning, education has been utilized as a tool for colonialism. Our colonizers never intended to use education to liberate the minds of the early Filipinos but for us to be good followers. We have embraced the "gift" given to us by the Americans and have been performing their intended role for us very well until now. In the 300 years of colonization of the Spaniards in our country they educated us with their religion to maintain the ignorance of our ancestors. After them, the Americans started educating the Filipinos in public schools using the materials from their country to control them. Educational Philosopher shares Horace Mann's (Father of Public Schools) belief in his statement sometime in 1920 that education should provide a "means for bringing people and their ideas and belief together, in such a way as to lessen friction and instability and introduce deeper sympathy and wider understanding." The public school system was implemented in the Philippines to keep the poor from revolting against the government, which is made up of Americans and Filipino elites. English was adopted as the language of teaching in public schools, and American history and ideals were taught in schools and communities by the American colonizers. Rather from uniting our people, it established an elite class of English-speaking pro-American politicians drawn from the country's historic ruling families.

The goals of public schools in the United States shifted to preparing Americans for global competition, and because the Philippines is a US colony, changes in our educational system mirrored those in the United States. The commercialization of education was the most significant of these shifts. The cost of a good education in our nation has risen so dramatically that many Filipinos are unable to afford it. The World Bank drove us to pass the Education Act of 1982, which allowed for the deregulation of tuition prices in private institutions, lowering the quality of education available. Educators' primary purpose nowadays is to gain money from schools rather than to educate. We Filipinos feel that education is our passport out of poverty, and that failure is a foregone conclusion if we don't receive it. As a result, responsible Filipino parents ensure that their children finish their education. However, the majority of Filipino households do not have enough money to send their children to college. By complying with WB's directives, the government failed to fulfil every Filipino's entitlement to a good education. In the Philippines, the financial interests of school owners take precedence over the development of our children's minds into good and productive citizens.

To understand the educational revolution of the Philippines the historical developments that shaped this revolution are outlined. The Philippines faced a long period of foreign dominance. The first Spanish settlement in the Philippine island of Cebu was established in 1553 by an expedition led by Miguel Lopez de Legazpi. Spanish rule lasted for hundreds of years and was never really questioned. This changed dramatically in 1896, when another Spanish colony, Cuba, attempted but failed to gain independence. The Cuban conflict made the front pages of American newspapers, and US president William McKinley, under pressure from the Senate and the people, initiated action against Spain. In 1898, during the Spanish-American War, the Spanish colonial territories of Guam, Puerto Rico, and the Philippines were occupied by Americans. On August 12th, 1898, a truce was signed after France's mediation, and peace negotiations led to the Treaty of Paris. The Treaty of Paris established an independent Cuba, while the Philippines, together with the islands of Guam and Puerto Rico, became US territories. With the inauguration of the commonwealth in November 1935, the Tydings-McDuffie Act granted the Philippines self-governance. Furthermore, the act gave the Philippines ten years to achieve full independence. Despite the fact that numerous US and Filipino lawmakers felt that it was not the ideal time for full independence, the Philippines became an independent republic on July 4, 1946, as a result of the devastation inflicted by WWII. Ferdinand Marcos rose to power in 1965 and progressively changed the Philippines into an authoritarian state.

Poverty was prevalent, inflation was high, and corruption was rampant under Marcos' quarter-century reign. As a result, unlike South Korea or Taiwan, the Philippines did not attain high-speed industrial expansion in the latter 40 years of the twentieth century. Despite the fact that the Philippines and the United States have always regarded each other to be allies, the relationship has deteriorated. Marcos' reign might be viewed as the culmination of America's political heritage. The Americans, unlike European colonial powers, intended to be a short-term colonial dominator. The United States viewed its interim control as a period of transition. Unlike European strategies, which many Americans believe saw their colonies as economic assets to be exploited for the

advantage of the mother country, American strategy in the Philippines was focused on the goal of preparing the Filipinos for self-government and eventual independence. The establishment of an educational system was critical to this plan. A well-educated populace, according to the United States, would be able to manage its own country, a notion that sparked the country's educational revolution.

II. Methodology

This qualitative study utilized the descriptive research method and documentary analysis. It also incorporates an exploratory approach that assessed the following questions:

1. How did the Philippine colonial experience influence the country's educational system?
2. How has being a colony under foreign powers influenced education in the Philippines?
3. Why is education given importance in terms of system development in the Philippines?
4. How to relate the educational system in the process of development in the Philippines?

III. Results and Discussion

Analysis

The Philippines is a one-of-a-kind nation. It is the world's second-largest archipelago after Indonesia, with over 7,000 islands, yet is only slightly larger than the US state of Arizona in land mass. With slightly over 103 million inhabitants as of 2016, it is also the world's 12th most populated country. The Philippines is notable for being Asia's only predominantly Christian country (roughly 80 percent of the population is Roman Catholic). English, like Filipino (Tagalog), is a national language in the Philippines, spoken by almost two-thirds of the population, despite the fact that there are still about 170 other MalayoPolynesian languages in use throughout the archipelago.

The religious makeup of the country, as well as its anglophony, are the result of colonization. Before the United States seized the Philippines in 1898 and dominated it for nearly five decades, the Philippines was a Spanish colony for more than three centuries, a reality that affected religious belief systems. The formation of the contemporary Philippine education system, as well as several other facets of Philippine society, was shaped by US colonization. The Spanish language has been neglected and fading as a result of the imposition of English in sectors such as education, the media, and trade. Spanish was eliminated as an official language in 1987, and today only a small minority of Filipinos speak it.

Discussion

Long before the Spaniards came to conquer the Philippine island, education was there, but not sophisticated as of today's time. Chieftains or head/s of the community are the sole ones responsible for the education of the entire village. They teach basic communication (writing and speaking) and how to use their weapons in hunting and wars. When the Spaniards came, they

introduced the proper form of education, which was mostly headed and led by religious leaders (the University of Santo Tomas – the oldest university in Asia) such as friars and cardinals (Philippine’s Evolution, 2016). The history of the System of Education in the Philippines has an implication for the Present Generation that significantly influence in the Educational System. In the conquest of the Philippines, missionaries played significant role. In ancient Philippines, children were given the rudiments of education. Such education was both academic and vocation. The father trained his sons to be warriors, hunters, fishermen, miners, lumbermen and ship builders. The mother on her part trained her daughters in cooking, gardening, serving and other household arts. It is said that in ancient Panay, there was a barangay school called Bothoan under the charge of the teacher usually an old man. Reading, writing, arithmetic, weapon use, and lubus were among the subjects taught to the youngsters in this barangay school (acquiring kinaadman or amulets). As a result, schooling at the period was tailored to meet their needs. Our education underwent various changes as a result of colonization by several foreign countries and historical events; however we kept some of the ancient lessons that are still relevant today. Every aspect of the educational system has been brought into line with the new status of a new nation seeking to achieve and maintain political and economic independence, as well as to fashion a nation truly united out of social and cultural diversities, with the country's celebration of independence in 1946, barely seven decades ago.

Introduction of the Western or European System of Education

The European educational system was introduced to the archipelago with the arrival of Spain. Missionaries created primary schools, colleges, and universities in our country. When the Spaniards came to the Philippine Islands in 1521, they discovered that the native population had high literacy. They knew how to read and write using a 17-symbol alphabet called the Baybayin script. Education, though, was not formal, and it was mainly focused on teaching practical knowledge and the worship of Bathala (local deity), and the respect of laws and customs. Spanish colonization onset in 1565, Spanish friars and missionaries arrived (Dacumos, 2015). During their reign in the Philippines, Spain's main goal was to convert the native Filipinos into obedient and God-fearing Christians. As a result, religion was made a mandatory topic at all levels, from elementary schools to universities.

The first schools were parochial schools, which missionaries established in their parishes. The native children in these schools were taught reading, writing, arithmetic, and certain vocational and practical arts topics in addition to religion. Missionaries later established colleges for both boys and girls. These colleges were the forerunners of today's high schools. History, Latin, geography, mathematics, and philosophy were among the subjects given to the students. The Philippines requires a practical educational system that can adapt to local realities. During the Spanish era, there was no such thing as co-education. Boys and girls went to different schools. In the early seventeenth century, the Philippines began to offer university education. Originally, only Spaniards were allowed to attend the colleges and universities. These universities did not accept native Filipinos until the nineteenth century. It's worth noting that the Catholic Church has had

main responsibility for education in the Philippines for nearly 300 years. The missionaries built the schools, hired the teachers, provided the facilities, and chose what should be taught. The government only became involved in supporting education in the colony in the latter half of the nineteenth century. A royal edict mandated the creation of a public school system in the colony in 1863.

In Asia, the Philippines has the highest percentage of Catholics. Since the Spanish arrived in the 1500s to colonize what was then an archipelago ruled by several and frequently feuding tribes commanded by local chieftains or datu, Christianity has influenced its culture and tradition. Since then, Christian concepts and teachings have been assimilated into local, pre-colonial, and native cultures. What is now known as Filipino is a synthesis of pre-colonial qualities and traditions as well as colonial influences – Spanish and American – as well as the influences of the natives' early trading partners – the Chinese and the Malays. Education is one key component of Filipino culture where Christianity has had a lasting impact. Christian education is undoubtedly one of the Spanish's most enduring legacies. When the Roman Catholic Church's ecclesiastical authority was established in the country shortly after the Spanish arrived. The Spanish missionaries worked as de facto conquerors, gaining the islanders' trust and promoting Spanish culture, resulting in nearly 2 million converts.

Basic education's purpose is to provide students and young adults with the skills, information, and values they need to become compassionate, self-reliant, productive, and patriotic citizens. The Spaniards brought formal education to the Philippines, which was largely provided by religious groups. They began teaching Christianity, the Spanish language, and Spanish culture after acquiring the local languages and writing systems. As early as the 16th century, these religious institutions established the first schools and universities. After arriving on the islands, Spanish missionaries quickly erected schools.

Education under the Americans

The US colonialism has always had a huge impact on the development of the education system in the Philippines. In fact, American English has always been imposed in our schools and become second to the Filipino as our national language (Plaza, 2018). For almost half a century, the United States governed the Philippines. As a colonial power, the United States pursued policies that are rightfully believed would promote the social and material well-being of Filipino. One such policy was the introduction of the American system of education, and so pervasive and far-reaching was its impact and influence on the life and culture of the Filipino during and after the colonial period that is generally regarded as the "greatest contribution" of American colonialism in the Philippines (Casambre, n.d.).

The United States took a different strategy, guided by what they saw as their primary aim in coming to the Philippines – "to educate and train in the science of self-government." As a result, it was unsurprising that education was one of their main priorities in the Philippines. Even when US troops were establishing a footing in Manila in 1898, schools were being established. There were three levels of education: seven years of elementary school, four years of secondary or high

school, and college or tertiary education. Religion was not mandatory as they had also built schools in non-Christian provinces in Mindanao and the Mountain Province area (De Guzman, 2020). Unlike the Spaniards, who neglected to teach their language to the Filipinos, the Americans made it a point to teach English to them. The first teachers of the Filipinos were American soldiers. About a year after securing Manila, the Americans were keen to open up seven schools with army servicemen teaching with army command-selected books and supplies. So, in 1899, more schools were opened in the same year, with 24 English-language teachers and 4500 students.

A highly centralized, experimental public school system was installed in 1901 by the Philippine Commission and legislated by Act No. 74. The law exposed a severe shortage of qualified teachers, brought about by large enrollment numbers in schools. As a result, the Philippine Commission authorized the Secretary of Public Instruction to bring more than 1,000 teachers from the United States, called the Thomasites, to the Philippines between 1901 and 1902. These teachers were scattered throughout the islands to establish barangay schools. The same law established the Philippine Normal School (now the Philippine Normal University) to train aspiring Filipino teachers (History of Education in the Philippines, n.d).

In January 1901, free primary education was established, as well as a school for Filipino teachers. It called for the recruitment of trained teachers in America. It abolished compulsory religious instruction. The Americans provided opportunities for bright young Filipino students to pursue further education in American institutions and universities. Because their education in the United States was paid for by the Philippine government, these Filipinos were known as "pensionados." Until 1928, hundreds of Filipino retirees were able to study in the United States. The future civic, business, and political leaders of our country came from the ranks of these pensionados. Filipinos went to public and private schools in droves, hungry for knowledge.

When the United States ruled the Philippines, it left a legacy of "colonial mentality" and materialistic and individualistic values among many Filipinos. The implementation of the public school system was America's biggest achievement in the Philippines in terms of education and the school system. As the Filipinos struggled for democracy, the Americans seemed as saviours. The Filipinos were able to survive politically as a result of their education. As a result of colonial schooling, Filipinos were able to freely and competently adopt American political systems into their thoughts. The United States enhanced the economy and government structure, allowing Filipinos to participate in politics and enjoy economic benefits.

Education under the Commonwealth

The Filipinos themselves determined the form and organization of the present Philippine government. The Commonwealth constitution was drafted in Manila by a popularly elected convention that genuinely represented the best in Filipino character, intellect, and political experience. In personnel and leadership, it also represented the overwhelming preponderance of the Philippine political power. It produced an organic law agreed by all but one of its 202 members and was subsequently accepted by the vast majority of the Philippine electorate (Hayden, 1936). Education continued to get the same level of emphasis from the Commonwealth administration as

it did from the Americans. In 1936, President Quezon established the National Council of Education as an educational advising body. The group provided significant proposals to enhance the Philippines' educational system. The government approved and implemented many of these proposals.

During the Commonwealth period, vocational programs and adult education were prioritized. In addition, an organized endeavor to produce a unified national language was launched under the 1935 constitution's mandate. President Quezon promoted the resurgence of native culture and ideal Filipino characteristics to help combat the American cultural influence among Filipinos. President Quezon published his famed Code of Ethics, which was required to be taught in all schools to strengthen Filipinos' moral fibers and inspire the nation's love, especially among the youth. By the Educational Act of 1940, many reforms were made to the Philippine educational system Educational Act 1940. The elementary course was lowered from seven to six years under this law. The minimum age for entrance to Grade I have been increased to seven years old. The school calendar was also adjusted, with the school year now running from July to April instead of June to March.

Education under the Japanese

The short-lived Japanese occupation of the Philippines provided little room for introducing educational reforms as war-ravaged through the islands. In some conquered areas, Japanese forces tried to introduce reforms in the educational system. With the defeat of Japan at the end of World War II, it could be safely concluded that such attempts at reforms produced little to almost negligible effects for the Philippine educational system, as it is today (). When the Japanese occupied the Philippines in 1942 during the Second World War, they attempted to discourage English and adopt Japanese as the medium of education (Explore: The Education System in the Philippines, 2021). Japan's greatest influence in the Philippines is literature. During the occupation, Filipino writers experimented with the Japanese form of poetry known as Haiku. In addition, short stories became more popular. Because the Japanese administration strictly restricted writing in English, the Tagalog language became more extensively used in literature. The Japanese also used schools and churches as propaganda tools. The Japanese language, Nippon-go, was established a mandatory subject in all schools. Classes in Nippon-go were established in government and private offices to promote the Japanese language and culture. Japanese Catholic priests were dispatched to the Philippines to preach the idea that, as an Asian country, Japan was a friend to all Asians, including Filipinos.

For many years, it has been the Philippines' most important commercial partner. Japan accounted for 14.7 percent of total foreign trade in the first semester of 2015, or \$8.765 billion. Electronics, woodcraft, and furniture are the most common items shipped to Japan. The cultures of the Japanese and the Filipinos, for example, have both similarities and distinctions. Both countries are noted for their friendliness. They are both respectful of one another's cultures. They both make sure that the food looks attractive and pleasant to the eye when it comes to cuisine, especially when it comes to presentation. There are six basic principles of Japanese education:

Realization of a new order and promotion of friendly relations between Japan and the Philippines to the fullest extent possible; Fostering a new Filipino culture based; Attempting to elevate people's morals, putting less emphasis on materialism; Diffusion of the Japanese language; Promotion of Vocational education; and Inspire people with the spirit to love neighbor (De Guzman, 2013).

Synthesis

When modifications are made to our educational system in order to find a solution to our educational problems, some pressure organizations intervene and claim that it is "unrealistic and expensive," which is not a valid justification. To enliven the life of the citizens, courage and enthusiasm for action must be maintained. After four centuries and a half as a Spanish, American, and Japanese colony, Filipino educators and policymakers are concerned about the Filipinization of Filipinos and Filipino institutions. While serving as Secretary of Education, Alejandro Roces expressed his worry. The main theme is that the federal government has a responsibility to ensure that all K-12 students have access to a free and high-quality education by safeguarding their civil rights and providing resources for those who are most in need, as well as by giving support. Often, the introduction of a new educational system leaves colonial people with a limited understanding of their past. Not only does colonial schooling lead to a desire to distance oneself from one's ancestors, but it also has an impact on the individual's self-esteem. The Spaniards affected the Philippine educational system through their religious/catholic schools, which are still in use today. The language of the Americans, as well as the Japanese, has a significant impact on education. They began teaching Christianity, the Spanish language, and Spanish culture after acquiring the local languages and writing systems. As early as the 16th century, these religious institutions established the first schools and universities. After arriving on the islands, Spanish missionaries quickly erected schools.

According to studies and fact-finding commissions, the poor quality of education is due to a lack of government funding for education, poor teacher quality, poor school management, poor school facilities such as laboratories and libraries, poor learning environments, and the content of the curriculum. Environmental degradation, disease spread, economic instability, ethnic conflicts, and human rights violations are all consequences of colonialism—issues that can continue far beyond one group's colonial power. The downsides of colonialism include an unfamiliar system of administration: colonial overlords introduced new and alien systems of government to the natives, which they were unfamiliar with. The colonial systems of government were given less weight in these systems of government, and they were treated with less respect. Colonial education, in general, is defined as a type of education that colonial settlers carried with them when they occupied various places around the world. The introduction of the American educational system was one such policy, and its impact and influence on the lives and cultures of Filipinos during and after the colonial period was so widespread and far-reaching that it is widely regarded as the "greatest contribution" of American colonialism in the Philippines. Potential conflict between colonizer and colony, as well as an imbalance of power, are some of the downsides of colonialism. On the part of the prospective conflict, the colonizer's leader and the colony's leader may have

misgivings about how they will rule the state's citizens. Women and men in pre-colonial culture were on an equal footing. In truth, the pre-colonial Philippines was predominantly matriarchal, with women's ideas wielding significant sway in matters of politics and religion (as the babaylans, they also led the ceremonies).

Giving students the skills they need to succeed in this new environment, as well as helping them gain the confidence to use those skills, is at the heart of a 21st-century education. With so much information at their fingertips, 21st century talents focus on making sense of it, sharing it, and putting it to good use. The Philippines not only has a stunning landscape, but it also has one of Asia's strongest higher education systems, ranking 46th in the first edition of the QS Higher Education System Strength Rankings. The absence of innovation and mobility in higher education is the most pressing issue confronting education today. Colleges and universities have evolved into large commercial companies with multimillion-dollar athletic departments and multibillion-dollar endowments as a result of a variety of private and governmental causes.

Results/Findings

In this paper, we look at the past in order to ascertain the background on how the educational system came to be in its present form. It started from the early Filipino settlers, followed by the various changes in the different eras, covered by the Spaniards, the Americans and the Japanese. After exploring the history and dealing with respective changes, this will allow us to pinpoint the problems of the present.

Features presented:

- The summarized view of the advantages and disadvantages of the educational system have been researched from the early Filipino settlers, during the reign of the colonizers through to today's current conditions;
- The impact of information technologies on educational systems is not discussed at all, despite the fact that it is very important in education these days;
- Since progress is observed in the country's neighboring countries, we lack further explanation on that, and how to be 'like them', without becoming non-nationalistic.

Table 1 Presents a brief comparison of the advantages and disadvantages on the education system during different periods of colonization in the Philippines

Table. 1 The comparison of the education system of the Philippines during different colonization periods.

Period/Years	Advantages	Disadvantages	Notes and features
Early Filipinos 900-1521	Education was used to preserve the cultural heritage of the country. <i>Babaylan, Katalonan</i> and other teachers were highly respected.	They were not open to new changes towards the advancement of methods in teaching.	
Spanish Regime 1521-1898	Founding of a complete system of education in the country comprising elementary, secondary and college levels. The establishment of teacher training institutions.	Priority of education was on Spanish and elites. It took time for girls' education to be established.	There were inequalities in wealth, income, power, prestige and opportunities in society at large.
American Era 1899-1943	English language was used as a medium of instruction. New subject areas were introduced - Reading, Writing, Arithmetic, Language, Good Manners and Right Conduct, Civics, Hygiene and Sanitation, Gardening, Domestic Science, American History and Philippine History. The students were given free school materials. Students who excelled were sent to the U.S. to continue their studies and to become experts in their desired fields or professions. Remote places were not left behind instead attention was given to vocational and health practices.	The Filipino language was barely used in the teaching and learning process. Filipino students felt handicapped not only because of the language barrier, but also because the system was originally designed for American students.	Schools were provided by the state and no state intends to establish schools which subvert its purpose, values and ideals.
Japanese Occupation 1943-1946	Education aimed to foster a new Filipino culture based on the selfconsciousness of the people as Orientals.	Nippongo served as another oppressing language on the Filipinos.	To be aware of materialism to raise the morality of the Filipinos.
Present	Education for everyone regardless of class and gender. Public schools in basic level education are not money-oriented.	Inadequate school facilities. Lack of well-trained teachers in addition to insufficient instructional materials. Low teacher salaries. Private tuition fees are increasing year on year.	The government only spends 12% of the national budget on education that is far from the suggested cut of the World Bank which is 20%. Education finance is very far from other Asian countries like Malaysia and Thailand.

IV. Conclusion

After conducting research, several factor influences the quality of the new education in the Philippines. This includes the missionaries and colonial legacy. There are a lot of problems regarding the Philippine education system that we need to face but our Department of Education should look at the factors that reflects the current policies. DepEd has already taken several measures in order to solve these problems. The incumbent government is taking big leaps in our education system which may dictate the future of our country. And in this process, they may need to make important decisions to be able to solve some problems.

We must not neglect to remind them that, above all things, the quality of education received by young Filipinos must be prioritized. And the government and its people must work together to ensure that they receive the finest possible education. The purpose of this study was to present the current features and historical aspects of the Philippine educational system collectively. In many developing countries today the educational system is primarily the reason for its progress.

Stabilized and effectively applied curricula are essential to setting up a high-quality education system. Mentors and teachers who are highly competitive, and breathtaking school facilities, will pave the way for the success of students. In order to prosper tomorrow, one needs to work hard today. Generally, effective reform of the educational system must assume government control of educational institutions. Hence, there is no point in fabricating an overall plan for the development of the educational system in the Philippines unless the government exerts its authority to ensure the realization or implementation of the plan.

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