I. Working Title: SCHOOLS AND GLOBALIZATION: IMPACT ON SOCIAL WELL-BEING

II. Outline

       A. The problem to be studied is the effects of globalization upon education and local culture affected by such globalization.

       B. More specifically, I want to investigate the effects of globalization for educators and health workers with respect to the well-being and stability of students and young people in general.

       1. I believe that my personal experience uniquely qualifies me, in certain respects, to conduct this research.

       2. The study will be conducted from differing perspectives. First, the perspective of a developed country (e.g., New Zealand). And second, the slightly different perspective of the Philippines.

      C. Objectives of the Study

       1. To gauge, in a scientifically informed manner, students' perception of the effects of globalization.

       2. To incorporate my own experience, in whatever limited capacity it is relevant, into the research.

       3. More generally, to determine which effects of globalization upon education are beneficial, and which are harmful.

      D. Elaboration of Envisioned Project

      The proposed study intends to observe and identify the elements of globalization in certain sampled schools, and to detect any impact on the students' social well-being and stability. It will also seek to determine the role of schools and educational leaders in countering the negative effects of globalization. More specifically, this study will address the following questions:

       1. How do student participants perceive globalization and where do they find its elements in their:

          a. Schools
          b. Local Communities

2. What are the lived experiences of student participants when it comes to the influence of globalization on their behavior and social activities, as perceived by the student participants?

3. What impact does globalization have on the students' well-being, particularly within the three clusters of outcomes:

   a. Inflation and wealth inequality,
   b. Materialization and sexualization of cultures, And,
   c. The degradation of local social institutions?

4. Based on the findings of this study, recommendations will be made concerning what educational leaders and health education personnel can do to help students develop the knowledge and skills required to make informed decisions regarding globalizing, and to protect themselves from the anticipated risks to their well-being and social stability?

III. RESEARCH METHODOLOGY

This proposed descriptive research will use an exploratory sequentially mixed method design with the intent to detect the impact of elements of globalization on the social well-being and stability of sampled student populations from two schools with similar categories, specifically one in New Zealand, as a fully developed country with the rich Kiwi culture as well as abundant coverage of globalization, and the other in the Republic of Philippines, as a developing country rich with its Filipino culture, and meanwhile intensely receptive of the ideas and by-products of globalization. The two countries are good locales for this study since they are accessible to me, and the influences of globalization on their schools' social setups are perceptible. A mixed method approach is best suited for this study because "it allows the use of multiple sources of data and provides more evidence for studying a problem than a single method of data. Oftentimes research questions are posed that require both an exploration as well as an explanation drawing from different data sources" (Creswell & Clark, 2011, p. 17).

Creswell (2014) explained that in an exploratory sequential mixed approach "the researcher first begins with a qualitative research phase and explores the views of participants. The data are then analyzed, and the information used to build into a second, quantitative phase" (p. 47). In the first phase, I will use a phenomenological research approach to collect qualitative data through individual interviews, focus groups, field observations and documentary analysis. I will explore the lived experiences of specifically selected college student participants from the two schools in order to discover patterns, identify emerging themes, and establish hypotheses (UOA, 2015). In the second phase, I will employ a deductive reasoning approach and use a survey method to collect quantitative data from randomly selected student respondents in the same schools through a questionnaire comprised of multiple-choice, closed-ended questions with a rating scale/Likert scale to allow respondents to rate different variables and enable analysis. I will use descriptive statistical treatments, such as frequency counts and percentages, a t-test for independent samples, and Pearson's product-moment correlation, in order to identify significant relationships between the

elements of globalization and the students' social well-being and social stability; test the concluded hypotheses; and confirm and sharpen the findings of the study.

(Please see elaboration of research proposal later in the document.)

IV. Theoretical and Research Traditions

A. I remain, of course, open to influence from new, and newly discovered, traditions of research and theories.

B. However I am ever influenced by what some consider to be the three founders of sociology: Karl Marx, Max Weber, and Emile Durkheim.

C. Furthermore, I have an intense interest in the intriguing, if unorthodox, work of Noam Chomsky on some of the topics.

V. Timetable

Table 1: A timetable outlining the proposed stages of work and the expected study completion time.

CHAPTERS	ACTIVITY	APPROX. WEEKS
1	Identifying Objectives, Designing Research Protocol	2
	Writing Chapter 1	2
2	Literature Research and Review	4
	Coding and Encoding	2
	Writing Chapter 2 and Review	2
3	Research Design and Methods	4
	Research Questionnaire Guide	1
	Review, Edit and Finalize Proposal	1
	Prepare Presentation for Oral Defense	1
4	Application and Approval from FEC	1
	Phase 1:	
	Field Studies and Interviews (NZ)	4
	Field Studies and Interviews (PI)	4
	Transcribing Audio Files	4
	Data Coding and Encoding	4
	Thematic Analysis and Data Treatment	4
	Findings and Concluding Hypothesis	2
	Phase 2:	
	Designing Theoretical Framework/Hypothesis	1
	Writing Questionnaire and Review	1
	Approval from Advisor and FEC	1
	Piloting Questionnaire, Modifying and Review	2

	Administering Questionnaire and Data Collection (NZ)	3
	Administering Questionnaire and Data Collection (PI)	3
	Coding and Encoding	4
	Quantitative Data Treatment	3
	Data Analysis and Findings	2
	Validate Data and Receive Feedback	2
5	Writing Chapter 5	2
	Review and Edit	
All Chapters	Edit and Prepare First Draft of Complete Manuscript	2
	Review and Feedback	1
Complete Manuscript	Abstract, front pages, table of content and appendices.	2
	Final Revisions and Preparation for Final Defuse	2
	Revise, Finalize and Proofreading	2
	Print and Bind	1
TOTAL		**76**

VI. Ethical Considerations

This research involves the participation of human subjects or sensitive official or archival documents. An application for ethics approval will be submitted to the Faculty Ethics Committee during the period of conditional enrollment.

According to USAID's field guide for qualitative data collectors, the participating of human subjects in a research study requires ethical considerations that are important throughout the research process to safeguard the participants' interests; their well-being must be the top priority when conducting research on people (Mack et al., 2005, p. 8). According to Creswell (2014), it is important throughout the project "to engage in ethical practices and to anticipate the ethical issues prior to the study that will likely arise" (p. 108). With respect to the ethical consideration, I am committed in this study to ensuring the anonymity of the participants and their schools, protecting them from exploitation of their vulnerability, and minimizing any risks uncovered by the study. I will respect the participants' dignity and will not use them as a means to achieve the study objectives. Prior to conducting the study and involving participants, I will obtain the required permission from the authorized personnel in the school, the participants, and their parents if not of legal age.

VII. Required Resources

I will of course make use of any available resources. However, I do not anticipate the need of any resources additional to those utilized by other academics in the Arts and Letters field, videlicet, the university's libraries and a personal (or laptop) computer.

(Elaboration of Proposal):

The prevailing impact of globalization on the social dimension of health is controversial. Studies have established several disturbing effects of globalization on people's social well-being, within three interrelated clusters of outcomes: inflation and wealth inequality, commercialization and sexualization of cultures, and the degradation of local social institutions (Phoenix, 2011; Smith, 2008; Navarro, 2007; Sahlberg, 2004). Identifying negative effects of globalization on our students' social well-being, and assessing our schools' curricula and learning setups therefore seem urgently needed.

Various components of globalization have been infiltrating our schools, students' homes, and communities. This has occurred largely without proper assessment, consideration of social well-being, awareness of potential risks, or proper precautions; and this is happening at a time when our students are already facing considerable challenges in their social setups, and are apparently moving toward increased social instability. This situation leaves educational leaders with an important question: What is the role of schools and health education personnel in promoting students' overall health, and in countering any negative impact of globalization on their social well-being?

'Globalization' is defined as the marketing of new products and ideas in "an increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labor markets" (Globalization, 2015). Its potentially detrimental effects on social well-being and stability may be significant (Kay & Friesen, 2011; Murray et al., 2010; Mikkonen & Raphael, 2010). There are several examples of this potential danger. Foreign products and the ideas they bring to schools, homes, and public places through aggressive marketing and attractive media—are presumed to be factors contributing at the individual level to physical hardship, frustration, despair, aggression and loss of self-esteem. At the community level, risks include increased social stratification, diminution of local resources, spread of poverty, increased health risk behaviors, elevated crime rates, and possibly even a return to slavery in its modern forms—debt bondage, human trafficking and child slavery (Macionis, 2012; Feist & Rosenberg, 2012; Sicchia & Maclean, 2006; Aquino & Miranda, 2003). Consequently, the social well-being of our students could be significantly affected.

Furthermore, our students' social stability in their various environments may also be affected by the probability that globalization is leading to, or intensifying, domestic, national and regional conflicts (Kirshner, 2008; Perrons, 2004). Some of the ideas and products central to globalization can be perceived as odd to local cultures and beliefs systems, including contemporary philosophical principles of education and instructional designs. Yet they are embraced by many who consider them suitable, profitable, fashionable or entertaining. Still others, however, reject such ideas and consider them ineffective, unhealthy, socially insensitive, or an insult to personal convictions. This may have produced or intensified social divisions, sociopolitical confrontations, fierce counteractions, and unwanted physical conflicts; consequently introducing daunting health and social challenges.

In contrast, major ethnophilosophical principles of education in various parts of the world—Asia and Oceania in particular—offer common educational destinations that are centered on teaching a universal truth, the purpose of life, social responsibilities, and community coherence (Bauzon, 2012; Gardner, 2007; Elwell & Yarbrough, 2005; Ozmon & Craver, 2003; Kornfield, 1993). These ethnophilosophical principles are being overridden by elements of globalization, thus leaving

students with overwhelming, contradictory views and beliefs, confused about their own cultural identities, purpose of life, and reasons to learn; in addition to being further displaced from their own societies (Diaco, 2015). Present-day American cognitive scientist and philosopher, Noam Chomsky, agreed with the educational objective of such major ethnophilosophies. He identified the purpose of education as "*Enlightenment* and *Indoctrination*." He explained, "Enlightenment is the highest goal in life to inquire and create; search the riches of the past; try to internalize; carry the quest—help people to learn on their own. Indoctrination starts from childhood; young people have to be placed into a framework where they will follow orders that are quite explicit." He emphasized, "Do we want a society where free, creative individuals gain from the past and add to them, or do we want people to increase GDP?" (Chomsky, 2012).

Today's curricula in our schools are not spared from conflicting global opinions and new age arguments against the traditional and well established. These arguments are not new. In 1958, former president of Columbia University, Dr. Grason Kirk, announced in his scholarly report delivered at Smith College Rally Day that "Curricular changes appear not only in college catalogues but in bold face headlines. The airwaves and television screens are filled with newly hatched experts who diagnose our educational ills and prescribe a cure." He explained that one of the reasons for unsatisfactory educational performance "is to be found in the wrong goals that have been set by educators for our schools" (Kirk, 1958).

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