Why are schools slow to change?

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Abstract: In the academics, it is widely agreed that today's education is based on an obsolete concept that dates back to the "Industrial Revolution". Slow institutes and slow education can relate to several moralistic elements. This paper meant to describe Warner's article entitled, "Why are Schools Slow to Change?" as to how schools should take action by recognizing the clients and the rapidly transforming world when in it comes to education. Schools constantly rearranged the 'deck chairs' in responding to social, technical, and economic developments in our civilization. World Economic Forum (2017) stated that to solve these issues, conventional means, strategies, and organizations are inadequate. Having new information, perspectives, discourse, resources, actions, and teamwork are all required for transformation. Thus, academic institutions must take immediate action by acknowledging their students and the fast-changing social and cultural contexts.

Keywords: Academic institutions, Education, Educational system, Slow school

In the academics, it is widely agreed that today's education is based on an obsolete concept that dates back to the Industrial Revolution. Furthermore, most scholars agree that developmental agenda will require a revolutionary and profound shift in order to keep pace with the fast rate of change driven on by socio - economic and environmental crises. Either institutions evolve consciously and methodically, or they will be overwhelmed by external factors and processes (UNESCO, 2019). Few scholars, nonetheless, emphasized that education institutions are generally slow to adapt, necessitating educational policy to take a pragmatic line on desire vs actuality and inertia. Some researchers assume that by correcting the existing educational structure, we can address todays modern and future difficulties.

Education's goal has evolved over time. It also differs depending on who is taken into account: society, educators, or parents. When parents left farms and transitioned into the industrial workplace, they initially employed education as child care. It was then time to teach them skills and talents that would help them in the future. A tool for training students for the marketability of their profession, education has lately developed. Teachers usually enforce a set of guidelines and behaviors on students at all times, adhering to the intensity requirement (Church, 2016 as cited by Genelza, 2022).

According to Eisner (2004), purposeful education today is indeed excellent training for tomorrow. We would then recognize that authentic restructuring of our school systems necessitates a transition in modes of thought from those with which we have been comfortable to others that more explicitly meet the possibilities that individuals have towards forming not just the entire globe, but oneself. However, the concern is, have we been getting things, right? Would there be any truthful effort to create a need to learn an atmosphere that embraces and enables both educators and administrators to try new things? Do we truly allow students the opportunity to go out on a limb, both independently and collaboratively? As a result, if there is, why are school systems so slow to adapt?

People have become so idealistic that we are inclined to do or enforce anything in order to accomplish that so-called "change" – a transition which is more about popular revolt than progression. It is so easy to pretend that today represents the start of long-term change. But where is the ostensible transformation now? Oh, there is a modification, but it is too slow for us to notice it.

In this age, schools must demonstrate leadership. For centuries, institutions constantly rearranged the 'deck chairs' in responding to social, technical, and economic developments in our civilization. Where are the risk-takers in business, the entrepreneurs? Beyond certain extraordinary but innovatively constrained research and innovation, where is our intellectual commodity? Our education and post-secondary

establishments were always creating products for an industrial revolution rather than the knowledge age offered by the world wide web. As a consequence, our industry isn't generating enough information riches to keep us competitive in the transnational market. The unsettling aspect of it all is that we are destined to condemn other generations to a worse cost of life. It's almost as though we're enslaved by old values. We shall keep our schools and students protected from an invasive world as the world around us radically changes. Young people have always been at the forefront of communication technologies and the internet for at least ten years. We've reached a fork in the road. We can either shut them off, which appears to be the case, and then we can embrace them into schools, including their environment, innovations, and social media networks, and collaborate with them to develop these great instruments for continuous improvement. (Warner, 2012).

The researcher agrees with Warner (2012) that if we really want our school systems to be constantly transformed, we must be cognizant of what we're doing and whether that transition is prevalent among young individuals and their world. After all, we only want the best for our students, and that should be our first primary concern. Nevertheless, when we can inculcate a process of innovation in education, we would then remain relevant indefinitely. As a result, academic institutions must take immediate action by acknowledging their students and the fast-changing social and cultural contexts.

Slow schools and slow education can relate to several educational elements. Slow education is offered that are striving to introduce slow cuisine to the cafeteria or dining room, according to some. Schools are not pleasant environments. Traditional schools are not for everyone. For others, it has considerably broader meanings, encompassing parts of learning, traditions, higher imperative, and everything else that matters in life. In this context, it relates to the curriculum, how it is presented, the process of learning, school management, and even if school is the ideal platform for educating our children. So, it refers to introducing the slow movement into schooling in this manner (Slow schools and slow education - benefits for all, 2022).

Thus, acknowledging that the issues affecting our schools are inherent in the way our society is structured as the first step toward improving education (Pezone & Singer, 1997). Rather than blaming anyone, why not work together for the sake of our country? We can't wait until tomorrow to start working on it. "If we believe it is crucial to the education of young people, then we must do it," Beare (2001) said. We could be able to produce engaging, meaningful, and life-fulfilling education opportunities for the youth if we could somehow contribute by functioning collaboratively, as much of the world does in the twenty-first century." That phrase does not imply that institutions and their constituents are solely accountable; rather, it applies to everybody who is impacted by our education sector.

As a result, we must ensure that our educational system is student-friendly and constantly adapted to the demands of our students. Change is a constant in life. There will always be change, whether it comes slowly or suddenly. Let's thus draw students' attention to the areas where education can actually be a key to success (Genelza, 2022). After all, in our educational process, we are indeed the key actors in this community. And that we must recognize that this is more about the students — our students – rather than about us. As a result, we need not depend for the next era or for someone to carry out the reform that we seek, because we are all the hope of our nation, not only the youth.

According to Stein (2019), if mankind is to survive the current global challenges, educational systems must be altered further than description. Human growth and education must always be regarded as the most important resources in the world, with individual 's intellectual functioning as open frontiers through which power and optimism might stream.

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