EDUCATION SYSTEM: A PLATFORM OF SURVIVAL OF THE FITTEST

by:
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In the realm of survival of the fittest, the education system is not an exemption. Like in society, it is prevalent in schools and indeed to be dealt with. The restructuring of the educational system also created a change wherein the teachers, students and the school itself must be adaptive in order to survive and produce competent graduates.

Teachers must be prepared for incessant change. As learning facilitators, they must address the diversified school circumstances and student behavior. They must be flexible, adaptive and aware of the constantly changing needs of the students and must also provide coping strategies in teaching. Coping strategies emerge from emotions in interplay between the individual and the environment (Admiraal, Korthagen, and Wubbels 2000; Folkman & Lazarus 1991). Coping is defined as ‘constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person’ (Lazarus and Folkman 1984, 141).

Students are also faced with the same situation as the teachers. They are expected to be active learners, adhere to school policies and guidelines, participate in various activities and provide numerous and necessary requirements. Research suggests that students’ inability to adjust to environmental changes is a major cause of withdrawal from higher education (Edward, 2003). Further, inappropriate course choice, as well as personal issues and financial constraints (Beach, 2003; Davies, 1999) may also be influential. However, where students are effective in coping with the stress caused by such change for example, through the use of appropriate support structures, a tendency
to experience better adjustment is seen (Pancer, Hunsberger, Pratt & Alisat, 2000). Therefore, students are ought to be focused on their studies and endure certain difficulties and stress related to school.

The school (administration and staffs) is also on the same scenario. Schools must follow varying rules and directives established by the governing bodies of education and are intended to be aligned with their guidelines and curriculum. School administrators and instructional coaches need to be sensitive to veteran teachers as they make sweeping changes to their school curriculum, reporting methods or culture. One of the biggest strategies for dealing with changes is communicating with others effectively, whether it be talking with students and parents to learn more about demographic changes or asking co-workers for help in finding resources to meet new challenges. Another important strategy for dealing with change is to be willing to adopt a beginner’s mindset and “accept the challenge with a fresh perspective and enthusiasm” (Harper, 2017).

There’s an interrelated relationship that exists among the teachers, students and schools to handle and go through the concept of survival of the fittest. Each should consistently perform their respective duties and responsibilities. Barriers and hardships are inevitable, but through embracing the change and putting collaborative effort, everyone may possibly survive each upcoming challenge.

References:
