



CLASH OF APPROACHES AMONG STAKEHOLDERS AND DILUTION OF THE PURPOSE OF EDUCATION

Dr. Arvinder Singh Bhalla

Principal, Guru Nanak Khalsa College, Yamuna Nagar (Haryana).

ABSTRACT

Education is supposed to help people grow into knowledgeable, responsible, and confident individuals. In its true sense, education should develop understanding, skills, values, creativity, and the ability to think independently. However, in reality, the purpose of education often becomes unclear. One major reason for this is that many people are involved in the education system, and each of them has a different idea of what education should achieve. Students, parents, teachers, school management, government, employers, and society all influence education. When their expectations clash, education slowly loses its real purpose and becomes limited to marks, certificates, and jobs.



KEYWORDS: *develop understanding, skills, values, creativity, school management, government, employers.*

INTRODUCTION

Students are the ones at the center of education, but their needs are not always given priority. Most students want learning that feels meaningful and connected to real life. They want to explore subjects they enjoy and understand things instead of memorizing them. They also want space to ask questions, make mistakes, and learn at their own pace. But in many cases, students are surrounded by pressure. Parents expect high marks, schools want good results, teachers rush to complete the syllabus, and society judges students by ranks and degrees. Because of this, students begin to see education as a burden. Instead of enjoying learning, they focus only on passing exams and meeting expectations. Parents play a big role in shaping the attitude toward education. Many parents want their children to succeed, and their concern is natural. But often they believe success only comes through high marks, professional courses, and secure careers. They may compare their children with others or push them toward subjects that promise better job opportunities. In such situations, education becomes less about learning and more about competition. The child's interests and talents may get ignored, and education turns into a stressful race rather than a process of growth.

Teachers also influence education greatly. Many teachers know that real education should help students understand concepts, think critically, and develop good character. But teachers often face limitations. They have large classes, strict schedules, heavy workloads, and constant pressure to complete the syllabus. In many schools, teachers are judged mainly by exam results. This forces them to teach in a way that focuses on memorization and exam preparation. Even teachers who want to teach

creatively may not get enough freedom or support. As a result, teaching becomes more about finishing the course than ensuring students truly understand.

School and college management often focuses on maintaining reputation and achieving good results. Institutions compete with each other for admissions, rankings, and public image. Many schools want to show high pass percentages and top ranks because it attracts more students. Sometimes education is treated like a business, where students and parents are customers and results are the product. In such a system, learning is not always the main priority. Schools may focus more on discipline, marketing, and performance indicators than on the quality of education. This further weakens the real meaning of education.

Government and policy makers shape education through rules, curriculum, examinations, and reforms. Their aim is often to improve the education system and connect it with national development. But frequent changes in policy can create confusion. Sometimes reforms are introduced without proper planning or training. In some cases, political influence can affect education, and instead of encouraging independent thinking, the system may promote fixed ideas. When education is controlled too much by bureaucracy or politics, it becomes less flexible and less focused on the needs of students.

Employers and industries have also become important stakeholders in education. In today's world, education is strongly linked to employment. Companies often demand practical skills and job ready knowledge. Because of this, many institutions and students focus mainly on employability. While skills and training are important, education should not become only preparation for jobs. If education is shaped only by market needs, it loses its broader role. Subjects like arts, literature, history, and philosophy may be treated as less valuable, even though they are important for building critical thinking and cultural understanding. Education should help people adapt and think, not just train them for one kind of work. Society also influences the meaning of education. In many places, education is seen as a symbol of status. People often judge others by their degree, profession, or salary. This creates pressure on students to follow socially approved paths. Many students choose careers not because they are interested in them but because society respects them. This reduces education to a tool for social approval. Instead of encouraging individuality and creativity, society often encourages conformity.

Because all these stakeholders have different expectations, education becomes pulled in many directions. Students want meaningful learning, parents want marks and security, teachers want to teach well but are restricted, institutions want reputation, governments want standardization, employers want skilled workers, and society wants status. In this struggle, the original purpose of education becomes diluted. It stops being a process of building knowledge and character and becomes a system mainly focused on measurable outcomes. One of the biggest effects of this clash is the unhealthy focus on exams. Since marks are easy to measure, they become the main way to judge students. Parents demand good scores, schools advertise results, and students feel that marks decide their future. This leads to rote learning. Students memorize information without understanding it. Coaching centers grow because they promise better results. Many students forget what they study soon after exams. In this environment, curiosity and creativity suffer.

Another serious effect is the decline of moral and value based education. True education should teach honesty, empathy, discipline, and responsibility. But when competition becomes the main goal, values often become secondary. Students may learn that success matters more than integrity. Cheating, unhealthy rivalry, and stress can increase. Education then produces individuals who may be skilled but lack social responsibility and emotional maturity. The clash of approaches also increases inequality. Students from richer families often have better schools, private coaching, and learning resources. Poorer students may struggle due to lack of facilities and guidance. When education becomes a competition, those with more support naturally perform better. This means education may strengthen social differences instead of reducing them. This is a major failure because education should provide equal opportunities for all.

Mental health issues are another result. Continuous pressure to perform can lead to stress, anxiety, and fear of failure. Students may feel that their self worth depends only on marks. Many lose confidence and motivation. Some may even suffer from depression and burnout. Education should help students grow in a healthy way, but when it becomes a source of fear, it loses its purpose. The strong

focus on employment also narrows the meaning of education. Many students choose subjects only for job prospects. Institutions may focus on market driven courses while neglecting broader learning. But education should prepare people not only to earn money but also to understand society, think critically, and live responsibly. If education becomes only job training, it loses its depth and wider value.

In conclusion, the clash of approaches among stakeholders creates confusion and weakens the true purpose of education. Education becomes limited to marks, degrees, and jobs instead of developing understanding, creativity, values, and independent thinking. To restore the real meaning of education, stakeholders must work together and focus on the overall development of students. Education should not be treated as a race or a business product. It should remain a process that shapes individuals into capable, thoughtful, and responsible human beings. At the same time, it is important to notice that the problem is not that stakeholders care. The problem is that their care is expressed in different and sometimes conflicting ways. A parent worries about the child's future, a teacher worries about learning, an institution worries about survival and reputation, and a government worries about national goals. Each concern is valid in isolation. But when one concern becomes dominant, it pushes out the others. For example, when parents and institutions focus mainly on marks, teachers are forced to teach for tests. When governments focus mainly on standardization, schools lose flexibility. When employers focus only on immediate skills, students lose the chance to develop broad thinking. Education then becomes a compromise where no one is fully satisfied, and students carry the cost of that compromise.

Another way the purpose of education gets diluted is through the idea that education is only a stepping stone. Many students are told that school matters only for college, and college matters only for a job. This creates a mindset where learning is never valued for its own sake. Students do not ask what they are learning, but only ask whether it will be useful in the next exam or interview. This approach encourages shortcuts. Notes become more important than books. Guides become more important than curiosity. Attendance becomes more important than attention. In the long run, students may complete years of education without developing a love for learning, and that is a deep loss both for the individual and for society.

The role of private coaching and commercial education also adds to the clash of approaches. Coaching centers often promise success in competitive examinations. They can be helpful for some students, but they also reinforce the belief that regular classrooms are not enough. This creates a parallel system where those who can pay more can access better preparation. Schools then may reduce their teaching effort because coaching will cover it, while students become dependent on external help. Learning turns into a commodity. It becomes something that can be bought and sold rather than something that grows through effort, guidance, and reflection. This weakens the trust in schools and teachers and shifts the focus even more toward results.

Technology and digital learning have created new opportunities, but they have also added another layer of confusion. Many believe that smart classrooms, online courses, and educational apps automatically improve education. In reality, technology is only a tool. It can support learning, but it cannot replace good teaching, meaningful discussion, and personal mentorship. Sometimes schools invest heavily in technology mainly to impress parents or to appear modern. Students may also become distracted, relying on quick online answers rather than developing patience and deeper understanding. If technology is used only for show or speed, it can further dilute the purpose of education instead of strengthening it. The mismatch between curriculum and real life is another issue. In many systems, students study topics that feel disconnected from their daily experiences. They memorize facts, definitions, and formulas without understanding how these ideas apply to the world. This gap makes students question the value of education. It also pushes them toward rote learning because they do not see meaning in the content. A curriculum that does not connect knowledge to life cannot inspire students. It becomes only a requirement to be completed. When learning feels irrelevant, students lose motivation and treat education as a burden.

Language and medium of instruction also contribute to the clash. In many places, students are taught in a language that is not spoken at home. Parents may believe that English medium education guarantees success, while teachers may struggle to teach complex concepts to students who are not comfortable in that language. Students may then focus on memorizing answers rather than

understanding ideas. Education becomes a struggle of language rather than a process of learning. This again weakens the core purpose, because the aim becomes speaking and writing in a certain way instead of thinking and understanding. The gap between rural and urban education is also a sign of diluted purpose. Urban schools may have better infrastructure, trained teachers, and learning resources, while rural schools may face shortages and irregular teaching. In such conditions, the idea of equal education remains only a promise. Students in different regions experience very different realities. Some get opportunities to develop creativity and skills, while others struggle to complete basic learning. This uneven system affects national development and social unity. Education should reduce inequality, but when it fails to provide equal quality, it becomes part of the problem. In many cases, the pressure to complete the syllabus reduces the space for discussion, debate, and imagination. Students are rarely encouraged to ask why a concept is true or how it connects to other ideas. They are encouraged to remember and repeat. This affects not only academic learning but also personal growth. Students may become hesitant to speak, afraid of making mistakes, and unwilling to take intellectual risks. Over time, they may stop questioning altogether. A society filled with people who do not question can become vulnerable to misinformation, prejudice, and blind obedience. Education should protect society from such dangers, but when it discourages questioning, it fails in its role.

Another important aspect is that education is expected to solve too many problems at once. Some want it to produce employable workers. Some want it to preserve culture. Some want it to promote national identity. Some want it to teach discipline. Some want it to reduce crime and social conflict. These expectations are not wrong, but education cannot achieve everything if it is not given proper support and a clear direction. When too many goals are forced into the system, it becomes overloaded. Teachers and students cannot focus. The system becomes confused, and the basic goals of learning and personal development get lost. A better approach would be to treat education as a shared responsibility. Parents, teachers, and institutions need regular communication based on trust rather than blame. Teachers should be respected and supported, not treated as mere employees. Schools should be judged by the quality of learning, not only by marks. Governments should focus on long term planning and stable policies, with proper training and resources. Employers should value broad abilities like communication, ethics, and problem solving, not only technical skills. Society should respect different talents and career paths, so that students can choose based on interest and strength.

Education must also be connected with life skills. Students should learn how to manage time, handle emotions, communicate well, and work with others. They should learn to think logically, evaluate information, and solve real problems. They should also be encouraged to participate in sports, arts, and community service. These experiences build confidence and character. When education includes such elements, it becomes meaningful and balanced. It prepares students not only for exams but also for life.

At the heart of the issue is the need to remember that education is a long term process. Its results cannot always be measured immediately. A student may not remember every chapter, but they should develop the ability to learn, adapt, and grow. They should develop values and habits that guide them in difficult situations. They should learn to respect others and contribute to society. When stakeholders focus only on short term results, they miss this deeper purpose. The true success of education is seen in the kind of person a student becomes, not only in the marks they achieve.